



Teaching Mathematics Using Technology

Allison W. McCulloch, Jennifer N. Lovett



Teaching Mathematics Using Technology:

Using Information Technology in Mathematics Education James Tooke, Norma Henderson, 2024-11-15 Computers have changed the ways that mathematics are taught and learned Is your institution taking advantage of what today s technology offers With contributions from researchers and practitioners alike Using Information Technology in Mathematics Education explores the impact of the computer on the curriculum the teaching and learning of mathematics and the professional development of teachers both pre service and in service As editor James Tooke states The connection between mathematics and the computer is obvious Elementary notions of mathematics gave rise to the computer advanced notions gave it a more powerful state As the computer advanced it expanded mathematics allowing the creation of further branches of the field for instance fractal geometry had no reality until the advent of high speed computers In its look at the relationship between mathematics the computer and mathematics education Using Information Technology in Mathematics Education addresses the computer as a vehicle for teaching calculus at Texas A M includes reports from several programs that have utilized the computer when teaching mathematics at lower levels of content than calculus such as intermediate algebra and geometry examines the computer s role in student learning probability discusses the use of computers in the professional development of teachers explores ways to use computers to reduce mathematics anxiety Using Information Technology in Mathematics Education examines the history and impact of computers in mathematics and mathematics education from the early crude computer assisted instruction efforts through LOGO software for elementary schools through MAPLE for the university to the Web based calculus courses now being offered by outstanding universities Use it to facilitate learning and teacher growth in your institution *Technology-enabled Mathematics Education* Catherine Attard, Kathryn Holmes, 2019-11-28 Technology enabled Mathematics Education explores how teachers of mathematics are using digital technologies to enhance student engagement in classrooms from the early years through to the senior years of school The research underpinning this book is grounded in real classrooms The chapters offer ten rich case studies of mathematics teachers who have become exemplary users of technology Each case study includes the voices of leaders teachers and their students providing insights into their practices beliefs and perceptions of mathematics and technology enabled teaching These insights inform an exciting new theoretical model the Technology Integration Pyramid for guiding teachers and researchers as they endeavour to understand the complexities involved in planning for effective teaching with technology This book is a unique resource for educational researchers and students studying primary and secondary mathematics teaching as well as practising mathematics teachers **Mathematics Education and Technology-Rethinking the Terrain** Celia Hoyles, Jean-Baptiste Lagrange, 2009-10-09 Mathematics Education and Technology Rethinking the Terrain revisits the important 1985 ICMI Study on the influence of computers and informatics on mathematics and its teaching The focus of this book resulting from the seventeenth Study led by ICMI is the use of digital technologies in mathematics teaching

and learning in countries across the world Specifically it focuses on cultural diversity and how this diversity impinges on the use of digital technologies in mathematics teaching and learning Within this focus themes such as mathematics and mathematical practices learning and assessing mathematics with and through digital technologies teachers and teaching design of learning environments and curricula implementation of curricula and classroom practice access equity and socio cultural issues and connectivity and virtual networks for learning serve to organize the study and bring it coherence Providing a state of the art view of the domain with regards to research innovating practices and technological development Mathematics Education and Technology Rethinking the Terrain is of interest to researchers and all those interested in the role that digital technology plays in mathematics education

Using Mobile Technologies in the Teaching and Learning of Mathematics Nigel Calder, Kevin Larkin, Nathalie Sinclair, 2018-08-09 Mobile technologies influence the way that we interact with the world the way that we live We use them for communication entertainment information and research In education settings there has been substantial investment in mobile devices often without a concomitant investment in developing pedagogy and practices With mobile technologies evolving rapidly and the number of educational apps growing there is a need for research into how they facilitate mathematics learning Such research is of particular importance regarding how such devices may be used to open up new ways of envisaging mathematics and mathematics education and to help develop conceptual rather than procedural or declarative knowledge This volume draws upon international research and reports on a range of research projects that have incorporated mobile technologies for mathematics education It presents research on the use of mobile technologies such as iPads iPods iPhones Androids and Tablets across a diverse range of cultures year levels and contexts It examines the ways in which mobile technologies including apps might influence students engagement cognition collaboration and attitudes through the reshaping of the learning experience In addition the book presents appropriate ways to integrate mobile technologies into teaching and learning programmes It is a significant reference book for those involved with teaching mathematics or using mobile technologies in education while also offering insights and examples that are applicable to the use of digital technologies in education generally

Exploring Math with Technology Allison W. McCulloch, Jennifer N. Lovett, 2023-08-01 This timely book provides support for secondary mathematics teachers learning how to enact high quality equitable math instruction with dynamic mathematics specific technologies Using practical advice from their own work as well as from interviews with 23 exceptional technology using math teachers the authors develop a vision of teaching with technology that positions all students as powerful doers of mathematics using math specific technologies e g dynamic graphing and geometry applications data exploration tools computer algebra systems virtual manipulatives Each chapter includes sample tasks advice from technology using math teachers and guiding questions to help teachers with implementation The book offers a rich space for secondary math teachers to explore important pedagogical practices related to teaching with technology combined with broader discussions

of changing the narratives about students emphasizing the mathematics they can do and the mathematics they deserve. Accompanying online support materials include video vignettes of teachers and students interacting around technology enhanced tasks in the classroom as well as examples of more than 30 high quality technology enhanced tasks. **Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age** Niess, Margaret, Driskell, Shannon, Hollebrands, Karen, 2016-04-22 The digital age provides ample opportunities for enhanced learning experiences for students however it can also present challenges for educators who must adapt to and implement new technologies in the classroom. The Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age is a critical reference source featuring the latest research on the development of educators knowledge for the integration of technologies to improve classroom instruction. Investigating emerging pedagogies for preservice and in service teachers this publication is ideal for professionals researchers and educational designers interested in the implementation of technology in the mathematics classroom. *Teaching Mathematics Using ICT* Adrian James Oldknow, Ron Taylor, 2003-01-01 What Information and Communications Technology (ICT) resources both hardware and software are available for math teachers. How can they be used to extend and enrich students learning across the math curriculum. How can teachers incorporate ICT effectively into their lesson and course planning. Why should math teachers incorporate ICT into their teaching. What developments are likely in the future. *The Mathematics Teacher in the Digital Era* Alison Clark-Wilson, Ornella Robutti, Nathalie Sinclair, 2013-12-08 This volume addresses the key issue of the initial education and lifelong professional learning of teachers of mathematics to enable them to realize the affordances of educational technology for mathematics. With invited contributions from leading scholars in the field this volume contains a blend of research articles and descriptive texts. In the opening chapter John Mason invites the reader to engage in a number of mathematics tasks that highlight important features of technology mediated mathematical activity. This is followed by three main sections. An overview of current practices in teachers use of digital technologies in the classroom and explorations of the possibilities for developing more effective practices drawing on a range of research perspectives including grounded theory enactivism and Valsiner's zone theory. A set of chapters that share many common constructs such as instrumental orchestration instrumental distance and double instrumental genesis and research settings that have emerged from the French research community but have also been taken up by other colleagues. Meta level considerations of research in the domain by contrasting different approaches and proposing connecting or uniting elements. Special Education Teachers' Views on Using Technology in Teaching Mathematics Basak Baglama, Ahmet Yikmis, Mukaddes Sakalli Demirok, 2017 Individuals with special needs require support in acquiring various academic and social skills and mathematical skills are one of the most important skills in which individuals with special needs need to acquire in order to maintain their daily lives. Current approaches in education emphasize the importance of integrating technology into special education classrooms in order to increase achievement and

facilitate learning and various technological tools are used in teaching mathematics to individuals with special needs Therefore special education teachers need to be competent in using technology in teaching mathematics and aim of this study is to determine the views and recommendations of special education teachers on technology use in teaching mathematics to students with special needs Qualitative research method was used in the study A total number of 15 special education teachers working at special education institutions in North Cyprus participated in the study A semi structured interview form developed by the researchers was used to collect the data Data of the study were analyzed using content analysis method through constituting themes based on the answers of special education teachers According to the results special education teachers think that they are competent in using technology in teaching mathematics Results are provided and discussed with reference to relevant literature Finally implications for special education practices and recommendations for further research are also presented

Youngsters Solving Mathematical Problems with Technology Susana Carreira, Keith Jones, Nélia Amado, Hélia Jacinto, Sandra Nobre, 2016-02-19 This book contributes to both mathematical problem solving and the communication of mathematics by students and the role of personal and home technologies in learning beyond school It does this by reporting on major results and implications of the Problem Web project that investigated youngsters mathematical problem solving and in particular their use of digital technologies in tackling and communicating the results of their problem solving in environments beyond school The book has two focuses Mathematical problem solving skills and strategies forms of representing and expressing mathematical thinking technological based solutions and students and teachers perspectives on mathematics learning especially school compared to beyond school mathematics

Creativity and Technology in Mathematics Education Viktor Freiman, Janet Lynne Tassell, 2018-09-03 This volume provides new insights on creativity while focusing on innovative methodological approaches in research and practice of integrating technological tools and environments in mathematics teaching and learning This work is being built on the discussions at the mini symposium on Creativity and Technology at the International Conference on Mathematical Creativity and Giftedness ICMCG in Denver USA 2014 and other contributions to the topic The book emphasizes a diversity of views a variety of contexts angles and cultures of thought as well as mathematical and educational practices The authors of each chapter explore the potential of technology to foster creative and divergent mathematical thinking problem solving and problem posing creative use of dynamic multimodal and interactive software by teachers and learners as well as other digital media and tools while widening and enriching transdisciplinary and interdisciplinary connections in mathematics classroom Along with ground breaking innovative approaches the book aims to provide researchers and practitioners with new paths for diversification of opportunities for all students to become more creative and innovative mathematics learners A framework for dynamic learning conditions of leveraging mathematical creativity with technology is an outcome of the book as well

International Perspectives on Teaching and Learning Mathematics with Virtual Manipulatives Patricia S.

Moyer-Packenham,2016-06-21 This book explores terminology frameworks and research being conducted worldwide on virtual manipulatives It brings together international authors who provide their perspectives on virtual manipulatives in research and teaching By defining terminology explaining conceptual and theoretical frameworks and reporting research the authors provide a comprehensive foundation on the study and use of virtual manipulatives for mathematics teaching and learning This foundation provides a common way for researchers to communicate about virtual manipulatives and build on the major works that have been conducted on this topic By discussing these big ideas the book advances knowledge for future research on virtual manipulatives as these dynamic tools move from computer platforms to hand held touch screen and augmented platforms

Technology in Mathematics Teaching Gilles Aldon,Jana Trgalová,2019-07-01 This book comprises chapters featuring a state of the art of research on digital technology in mathematics education The chapters are extended versions of a selection of papers from the Proceedings of the 13th International Conference on Technology in Mathematics Teaching ICTMT 13 which was held in Lyon France from July 3rd to 6th ICTMT 13 gathered together over one hundred participants from twenty countries sharing research and empirical results on the topical issues of technology and its potential to improve mathematics teaching and learning The chapters are organised into 4 themed parts namely assessment in mathematics education and technology which was the main focus of the conference innovative technology and approaches to mathematics education teacher education and professional development toward the technology use and mathematics teaching and learning experiences with technology In 13 chapters contained in the book prominent mathematics educators from all over the world present the most recent theoretical and practical advances on these themes This book is of particular interest to researchers teachers teacher educators and other actors interested in digital technology in mathematics education

Uses of Technology in Primary and Secondary Mathematics Education Lynda Ball,Paul Drijvers,Silke Ladel,Hans-Stefan Siller,Michal Tabach,Colleen Vale,2018-05-14 This book provides international perspectives on the use of digital technologies in primary lower secondary and upper secondary school mathematics It gathers contributions by the members of three topic study groups from the 13th International Congress on Mathematical Education and covers a range of themes that will appeal to researchers and practitioners alike The chapters include studies on technologies such as virtual manipulatives apps custom built assessment tools dynamic geometry computer algebra systems and communication tools Chiefly focusing on teaching and learning mathematics the book also includes two chapters that address the evidence for technologies effects on school mathematics The diverse technologies considered provide a broad overview of the potential that digital solutions hold in connection with teaching and learning The chapters provide both a snapshot of the status quo of technologies in school mathematics and outline how they might impact school mathematics ten to twenty years from now

Perspectives and Trends in Education and Technology Anabela Mesquita,António Abreu,João Vidal Carvalho,2021-11-17 This book presents high quality peer reviewed papers from the International Conference in Information Technology

Education ICITED 2021 to be held at the ESPM Higher School of Advertising and Marketing Sao Paulo Brazil between the 15th and the 17th of July 2021 The book covers a specific field of knowledge This intends to cover not only two fields of knowledge Education and Technology but also the interaction among them and the impact result in the job market and organizations It covers the research and pedagogic component of Education and Information Technologies but also the connection with society addressing the three pillars of higher education The book addresses impact of pandemic on education and use of technology in education Finally it also encourages companies to present their professional cases which is discussed These can constitute real examples of how companies are overcoming their challenges with the uncertainty of the market

Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2018-05-04 Regardless of the field or discipline technology is rapidly advancing and individuals are faced with the challenge of adapting to these new innovations To remain up to date on the current practices teachers and administrators alike must constantly stay informed of the latest advances in their fields Teacher Training and Professional Development Concepts Methodologies Tools and Applications contains a compendium of the latest academic material on the methods skills and techniques that are essential to lifelong learning and professional advancement Including innovative studies on teaching quality pre service teacher preparation and faculty enrichment this multi volume book is an ideal source for academics professionals students practitioners and researchers

Cases on Technology Integration in Mathematics Education Polly, Drew, 2014-09-30 Common Core education standards establish a clear set of specific ideas and skills that all students should be able to comprehend at each grade level In an effort to meet these standards educators are turning to technology for improved learning outcomes Cases on Technology Integration in Mathematics Education provides a compilation of cases and vignettes about the application of technology in the classroom in order to enhance student understanding of math concepts This book is a timely reference source for mathematics educators educational technologists and school district leaders employed in the mathematics education or educational technology fields

Technology in Mathematics Education: Contemporary Issues Dragana Martinovic, Douglas McDougall, Zerkeriya Karadag, 2012 *Handbook of Research on Educational Technology Integration and Active Learning* Keengwe, Jared, 2015-05-31 As today s teachers prepare to instruct a new generation of students the question is no longer whether technology should be integrated into the classroom but only how Forced to combat shorter attention spans and an excess of stimuli teachers sometimes see technology as a threat rather than a potential enhancement to traditional teaching methods The Handbook of Research on Educational Technology Integration and Active Learning explores the need for new professional development opportunities for teachers and educators as they utilize emerging technologies to enhance the learning experience Highlighting the advancements of ubiquitous computing authentic learning and student centered instruction this book is an essential reference source for educators academics students researchers and librarians

Learning and Teaching Mathematics—Weaving the Nexus of Values, Attitudes and Beliefs Tasos

Barkatsas, 2025-10-02 This collection represents two decades of dedicated and rigorous empirical research spanning across multiple dimensions of mathematics education Through a theoretical approach that highlights the significance of analytical depth in the research process the studies included in this book explore significant themes in Mathematics Education that span across mathematics learning student attitudes toward mathematics beliefs engagement values motivation gender differences technology integration and effective pedagogical strategies over the past two decades The scope of this work makes a substantial contribution to the ongoing discourse on best practices in mathematics teaching equity in mathematics education and the evolving and significant role of inclusive mathematics education in the 21st century and beyond One of the key strengths of this collection can be found in its simultaneous focus on local and global perspectives

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