

THE SUBJECT MATTERS

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Subject Matters Classroom Activity In Math And Social Studies

**Pat Herbst, Taro Fujita, Stefan
Halverscheid, Michael Weiss**



Subject Matters Classroom Activity In Math And Social Studies:

The Subject Matters Susan S. Stodolsky, 1988-04-25 To achieve quality education in American schools we need a better understanding of the way classroom instruction works Susan S Stodolsky addresses this need with her pioneering analysis of the interrelations between forms of instruction levels of student involvement and subject matter Her intensive observation of fifth grade math and social studies classes reveals that subject matter a variable overlooked in recent research has a profound effect on instructional practice Stodolsky presents a challenge to educational research She shows that classroom activities are coherent actions shaped by the instructional context especially what is taught Stodolsky contradicts the received view of both teaching and learning as uniform and consistent Individual teachers arrange instruction very differently depending on what they are teaching and students respond to instruction very differently depending on the structure and demands of the lesson The instructional forms used in math classes a basic subject and social studies classes an enrichment subject differ even when the same teacher conducts both classes Social studies classes show more diversity in activities while math classes are very similar to one another Greater variety is found in social studies within a given teacher's class and when different teachers classes are compared Nevertheless in the classrooms Stodolsky studied the range of instructional arrangements is very constricted Challenging the back to basics movement Stodolsky's study indicates that regardless of subject matter students are more responsive to instruction that requires a higher degree of intellectual complexity and performance to learning situations that involve them in interaction with their peers and to active modes of learning Stodolsky also argues that students develop ideas about how to learn a school subject such as math by participating in particular activities tied to instruction in the subject These conceptions about learning are unplanned but enduring and significant consequences of schooling The Subject Matters has important implications for instructional practice and the training education and supervision of teachers Here is a new way of understanding the dynamics of teaching and learning that will transform how we think about schools and how we study them **Handbook of Research on Teaching** Drew

Gitomer, Courtney Bell, 2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues In each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume's 23 chapters is a canonical piece that will serve as a reference tool for the field The Handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields International

Handbook of Mathematics Education Alan J. Bishop, 1996 This Handbook presents an overview and analysis of the international state of the field of mathematics education at the end of the 20th century The more than 150 authors editors and chapter reviewers involved in its production come from a range of countries and cultures They have created a book of 36

original chapters in four sections surveying the variety of practices and the range of disciplinary interconnections which characterise the field today and providing perspectives on the study of mathematics education for the 21st century It is first and foremost a reference work and will appeal to anyone seeking up to date knowledge about the main developments in mathematics education These will include teachers student teachers and student researchers starting out on a serious study of the subject as well as experienced researchers teacher educators educational policy makers and curriculum developers who need to be aware of the latest areas of knowledge development

SAGE Directions in Educational Psychology Neil J Salkind, 2010-10-31 Educational psychology is a broad field characterized by the study of individuals in educational settings and how they develop and learn It incorporates information from such sub disciplines such as developmental psychology human development across the life span curriculum and instruction motivation and measurement and assessment Neil Salkind has mined the rich and extensive backlist of SAGE education and psychology journals to pull together a collection of almost 100 articles to be the definitive research resource on education psychology Section One Human Growth and Development focuses on the processes involved in human growth and development including ages and stages of development different theoretical perspectives and the role and effectiveness of early intervention among other topics Section Two Cognition Learning and Instruction concentrates on the mechanisms through which individuals learn and retain information Section Three Motivation explores why individuals seek out goals and what the mechanisms are that characterize this search as it relates to learning Section Four Measurement Assessment and Statistics looks at the topics that are critical to understanding individual differences the growth in the use of computers as assessment tools qualitative and quantitative methods statistical techniques and evaluation

The Learning and Teaching of Geometry in Secondary Schools Pat Herbst, Taro Fujita, Stefan Halverscheid, Michael Weiss, 2017-03-16 IMPACT Interweaving Mathematics Pedagogy and Content for Teaching is an exciting new series of texts for teacher education which aims to advance the learning and teaching of mathematics by integrating mathematics content with the broader research and theoretical base of mathematics education The Learning and Teaching of Geometry in Secondary Schools reviews past and present research on the teaching and learning of geometry in secondary schools and proposes an approach for design research on secondary geometry instruction Areas covered include teaching and learning secondary geometry through history the representations of geometric figures students cognition in geometry teacher knowledge practice and beliefs teaching strategies instructional improvement and classroom interventions research designs and problems for secondary geometry Drawing on a team of international authors this new text will be essential reading for experienced teachers of mathematics graduate students curriculum developers researchers and all those interested in exploring students study of geometry in secondary schools

Toward a Scientific Practice of Science Education Marjorie Gardner, James G. Greeno, Frederick Reif, Alan H. Schoenfeld, Andrea A. diSessa, 2013-04-03 This volume supports the belief that a revised and advanced science education can emerge from the

convergence and synthesis of several current scientific and technological activities including examples of research from cognitive science social science and other discipline based educational studies The anticipated result the formation of science education as an integrated discipline **Standards-based School Mathematics Curricula** Sharon L. Senk,Denisse R. Thompson,2020-07-24 The Curriculum and Evaluation Standards for School Mathematics published by the National Council of Teachers of Mathematics in 1989 set forth a broad vision of mathematical content and pedagogy for grades K 12 in the United States These Standards prompted the development of Standards based mathematics curricula What features characterize Standards based curricula How well do such curricula work To answer these questions the editors invited researchers who had investigated the implementation of 12 different Standards based mathematics curricula to describe the effects of these curricula on students learning and achievement and to provide evidence for any claims they made In particular authors were asked to identify content on which performance of students using Standards based materials differed from that of students using more traditional materials and content on which performance of these two groups of students was virtually identical Additionally four scholars not involved with the development of any of the materials were invited to write critical commentaries on the work reported in the other chapters Section I of Standards Based School Mathematics Curricula provides a historical background to place the current curriculum reform efforts in perspective a summary of recent recommendations to reform school mathematics and a discussion of issues that arise when conducting research on student outcomes Sections II III and IV are devoted to research on mathematics curriculum projects for elementary middle and high schools respectively The final section is a commentary by Jeremy Kilpatrick Regents Professor of Mathematics Education at the University of Georgia on the research reported in this book It provides a historical perspective on the use of research to guide mathematics curriculum reform in schools and makes additional recommendations for further research In addition to the references provided at the end of each chapter other references about the Standards based curriculum projects are provided at the end of the book This volume is a valuable resource for all participants in discussions about school mathematics curricula including professors and graduate students interested in mathematics education curriculum development program evaluation or the history of education educational policy makers teachers parents principals and other school administrators The editors hope that the large body of empirical evidence and the thoughtful discussion of educational values found in this book will enable readers to engage in informed civil discourse about the goals and methods of school mathematics curricula and related research *An Introduction to Vygotsky* Harry Daniels,2012-10-02 Vygotsky s legacy is an exciting but often confusing fusion of ideas An Introduction to Vygotsky provides students with an accessible overview of his work combining reprints of key journal and text articles with editorial commentary and suggested further reading Harry Daniels explores Vygotsky s work against a backdrop of political turmoil in the developing USSR Major elements include use of the culture concept in social development theory and implications for teaching learning and assessment Academics and

students at all levels will find this an essential key source of information *The New Handbook of Teacher Evaluation* Jason Millman, Linda Darling-Hammond, 1990 The 25 chapters in this handbook examine evaluation purposes processes and methods and discuss how they shape the implementation and outcomes of evaluation Following an introduction in chapter 1 the nine chapters in Part I consider the purposes of evaluation Chapters 3 4 and 5 are concerned with the evaluation processes that determine selection into teaching preservice evaluation licensure and certification Chapters 6 7 and 8 focus on how evaluation may support the development of greater teaching competencies for beginning and veteran teachers Chapters 9 and 10 consider school accountability and school improvement Part II examines the various methods used to evaluate teachers along with their strengths and limitations as applied to the many purposes of evaluation Chapters 11 and 12 deal with two methods for evaluating inservice teachers classroom observations and ratings of classroom performance while chapter 13 deals with teacher self assessment Chapters 14 and 15 deal with less widely used methods the use of student test scores and the use of teacher portfolios Chapters 16 through 18 address the use of formal tests to evaluate teachers for licensure or certification and chapter 19 discusses combining evaluation data from multiple sources for decision making In Part III some of the system wide concerns that developers and users of evaluation plans must confront are discussed Chapters explore legal ethical administrative and economic aspects of teacher evaluation and ways to improve and support teacher evaluation The use of personnel standards to improve teacher evaluation is also discussed Each chapter contains references Contains six figures and four tables SLD *Reading Like a Historian* Avishag Reisman, 2011 Enthusiasm about the instructional potential of primary sources dates to the late 19th century and has been echoed recently in the work of literacy experts historians and educational psychologists Yet no extended intervention study has been undertaken to test the effectiveness of primary source instruction in real history classrooms This study with 236 eleventh grade students in five San Francisco high schools represented the first large scale extended curriculum intervention in disciplinary reading in an urban district The Reading Like a Historian RLH curriculum constituted a radical departure from traditional textbook driven instruction by using a new activity structure the Document Based Lesson in which students used background knowledge and disciplinary reading strategies to interrogate and then reconcile historical accounts from multiple texts A quasi experiment control design measured the effects of a six month intervention on four dimensions 1 students historical thinking 2 their ability to transfer historical thinking strategies to contemporary issues 3 their mastery of factual knowledge and 4 their growth in general reading comprehension MANCOVA analysis yielded significant main effects for the treatment condition on all four outcome measures Qualitative analyses of videotaped classroom lessons were conducted to determine the frequency and nature of whole class text based discussion Only nine whole class text based discussions were identified in over 100 videotaped classroom lessons despite the presence of instructional materials explicitly designed to support student discussion of debatable historical questions Analysis of teacher and student participation suggests a relationship between

active teacher facilitation that reviews background knowledge and poses direct questions about texts and higher levels of student argumentation This dissertation is structured as three free standing papers each of which addresses one aspect of the larger study In the first paper I discuss the design of the quasi experimental study and report quantitative findings In the second paper I locate teacher facilitation of whole class historical discussion in the literature on classroom discourse and I propose a developmental framework for analyzing student historical argumentation in classroom discussion In the third and final paper I discuss the theoretical underpinnings of the intervention curriculum and offer two examples to illustrate the structure of the Document Based Lesson

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