



Concept Mapping In Mathematics Concept Mapping In Mathematics

Karoline Afamasaga-Fuata'i



Concept Mapping In Mathematics Concept Mapping In Mathematics:

Concept Mapping in Mathematics Karoline Afamasaga-Fuata'i, 2009-04-21 Concept Mapping in Mathematics Research into Practice is the first comprehensive book on concept mapping in mathematics. It provides the reader with an understanding of how the meta cognitive tool namely hierarchical concept maps and the process of concept mapping can be used innovatively and strategically to improve planning teaching learning and assessment at different educational levels. This collection of research articles examines the usefulness of concept maps in the educational setting with applications and examples ranging from primary grade classrooms through secondary mathematics to pre service teacher education undergraduate mathematics and post graduate mathematics education. A second meta cognitive tool called vee diagrams is also critically examined by two authors particularly its value in improving mathematical problem solving. Thematically the book flows from a historical development overview of concept mapping in the sciences to applications of concept mapping in mathematics by teachers and pre service teachers as a means of analyzing mathematics topics planning for instruction and designing assessment tasks including applications by school and university students as learning and review tools. This book provides case studies and resources that have been field tested with school and university students alike. The findings presented have implications for enriching mathematics learning and making problem solving more accessible and meaningful for students. The theoretical underpinnings of concept mapping and of the studies in the book include Ausubel's cognitive theory of meaningful learning constructivist and Vygotskian psychology to name a few. There is evidence particularly from international studies such as PISA and TIMSS and mathematics education research which suggest that students mathematical literacy and problem solving skills can be enhanced through students collaborating and interacting as they work discuss and communicate mathematically. This book proposes the meta cognitive strategy of concept mapping as one viable means of promoting communicating and explicating students mathematical thinking and reasoning publicly in a social setting e.g. mathematics classrooms as they engage in mathematical dialogues and discussions. Concept Mapping in Mathematics Research into Practice is of interest to researchers graduate students teacher educators and professionals in mathematics education.

Concept Mapping in Mathematics Karoline Afamasaga-Fuata'i, 2009-03-05 Concept Mapping in Mathematics Research into Practice is the first comprehensive book on concept mapping in mathematics. It provides the reader with an understanding of how the meta cognitive tool namely hierarchical concept maps and the process of concept mapping can be used innovatively and strategically to improve planning teaching learning and assessment at different educational levels. This collection of research articles examines the usefulness of concept maps in the educational setting with applications and examples ranging from primary grade classrooms through secondary mathematics to pre service teacher education undergraduate mathematics and post graduate mathematics education. A second meta cognitive tool called vee diagrams is also critically examined by two authors particularly its value in improving mathematical problem solving

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Concept Mapping as an Assessment Tool for Conceptual Understanding in Mathematics Haiyue JIN,2022-05-05 This book investigates the practicability and effectiveness of the concept map as a tool for assessing students conceptual understanding in mathematics The author first introduces concept mapping and then employs it to investigate students conceptual understanding of four different mathematical topics Alongside traditional scoring methods she adopts Social Network Analysis a new technique to interpret student constructed concept maps which reveals fresh insights into the graphic features of the concept map and into how students connect mathematical concepts By comparing two traditional school tests with the concept map she examines its concurrent validity and discusses its strengths and drawbacks from the viewpoint of assessing conceptual understanding With self designed questionnaires interviews and open ended writing tasks she also investigates students and teachers attitudes toward concept mapping and describes the implications these findings may have for concept mapping s use in school and for further research on the topic Scholars and postgraduate students of mathematics education and teachers interested in concept mapping or assessing conceptual understanding in classroom settings will find this book an informative inspiring and overall valuable addition to their libraries

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Concept Mapping in the Middle School Mathematics Classroom Kerri A. Bell,2017 The purpose of the study was to examine the use of concept mapping in the middle school mathematics classroom in conjunction with a procedural task This mixed methods study used a concurrent nested design pulling complementary data from the artifacts to understand what students communicate through concept mapping The maps and task were qualitatively compared for similar information and were quantitatively analyzed for correlation The concept maps were evaluated for relational understandings levels of hierarchy and overall structure The instruments used to examine conceptual understanding were concept maps students created from a provided list of concepts and a procedural task that also served as an end of unit summative assessment for their course The concept maps were scored using a variation of a prominent structural method The concept maps were first analyzed for valid propositions Second the maps were analyzed for structural hierarchies and cross links Third the maps were reviewed for the presence of examples and definitions The maps were then compared to the procedural tasks and examined for similarities and extensions of communicated mathematical understandings The results of the study indicate that although the students in this study did not demonstrate an extension of their knowledge through concept mapping beyond the procedural task the concept maps contained a representation of their gaps in knowledge that could prove helpful for guiding classroom instruction and reteaching The study implies that teachers may find concept maps more effective for formative rather than for summative evaluations **The Creative Enterprise of Mathematics Teaching**

Research Bronislaw Czarnocha,William Baker,Olen Dias,Vrunda Prabhu,2016-07-28 The Creative Enterprise of Mathematics Teaching Research presents the results and methodology of work of the teaching research community of practice of the Bronx TR Team of the Bronx It has a twofold aim of impacting both teachers of Mathematics and researchers in Mathematics Education This volume can be used by teachers of mathematics who want to use research to reflect upon and to improve their teaching craft as well as by researchers who are interested in uncovering riches of classroom learning teaching for research investigations This book represents the results of a collaboration of instructors discussing their own instruction research analyzed through a conceptual framework obtained via the synthesis of creativity research and educational learning theories based upon the work of Piaget and Vygotsky The editors see an urgent need for creative synthesis of research and

teaching an example of which is presented in the book Two central themes of the book are the methodology of TR NYCity model and creativity more precisely creativity of the Aha moment formulated by Arthur Koestler 1964 in a very profound but little known theory of bisociation exposed in his work The Act of Creation Incorporation of the theory of bisociation into classroom teaching of mathematics provides the key to enable students who may struggle with mathematics to engage their own creativity become involved in their learning process and thus reach their full potential of excellence Creativity in teaching remedial mathematics is teaching gifted students how to access their own giftedness

Concept Mapping, an Educational Tool, and Its Use in a College Level Mathematics Skills Course Leah Mitchell Minemier,1983 **How**

Chinese Teach Mathematics Lianghuo Fan,Ngai-Ying Wong,Jinfa Cai,2015-03-13 This unique book represents another concerted research effort concerning Chinese mathematics education with contributions from the world s leading scholars and most active researchers The book presents the latest original research work with a particular focus on the teaching side of Chinese mathematics education to a wide international audience There are mainly three sections in the book The first section introduces readers to a historical and contemporary perspective respectively on traditional mathematical teaching in ancient China and on how modern Chinese mathematics teachers teach and pursue their pre service training and in service professional development The second section presents studies investigating a wide range of issues at both the macro and micro levels on how Chinese mathematics teachers teach mathematics The third section focuses on Chinese mathematics teachers investigating issues about their knowledge belief teacher training and professional development Like its predecessor How Chinese Learn Mathematics Perspectives from Insiders this book is a must for educational researchers practitioners and policy makers who are interested in knowing more about mathematics teaching teachers teacher education and professional development concerning Chinese teachers and learners Contents Focusing on Chinese Mathematics Teaching Teachers and Teacher Education An Introduction Historical and Contemporary Perspectives The Wisdom of Traditional Mathematical Teaching in China DAI Qin and CHEUNG Ka Luen How Chinese Teachers Teach Mathematics and Pursue Professional Development Perspectives from Contemporary International Research FAN Lianghuo MIAO Zhenzhen and MOK Ah Chee Ida Understanding the Chinese Ways of Teaching Mathematics Mathematics Teaching in a Chinese Classroom A Hybrid Model Analysis of Opportunities for Students Learning HUANG Rongjin MILLER L Diane and TZUR Ron Achieving Coherence in the Mathematics Classroom Toward a Framework for Examining Instructional Coherence WANG Tao CAI Jinfa and HWANG Stephen Elementary School Teachers Instruction in Measurement Cases of Classroom Teaching of Spatial Measurement in Taiwan HUANG Hsin Mei E Pedagogical and Curriculum Potentials of Homework A Case Study about Geometric Proofs in Shanghai FANG Yanping Teaching Calculation of Time Intervals Comparing Mathematics Competence of Students in Macau Hong Kong and the Netherlands LI Titus Siu Pang Teaching Number Sense via Interactive Multimedia in a Primary School in Taiwan YANG Der Ching CHEN Pei Chieh TSAI Yi Fang and HSIEH Tien Yu Teaching

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Concept Mapping, a Technique of Analyzing a Discipline, and Its Use in the Curriculum and Instruction in a Portion of a College Level Mathematics Skills Course Peter Francis Cardamone,1975

Researching Mathematics Education in South Africa Renuka Vithal,Jill Adler,Christine Keitel,2005 Reflecting on the theoretical and ideological work that has contributed to the growth of mathematics education research in South Africa this study provides a historical analysis of forces that have changed and shaped mathematics curricula over the years The themes researched and explored include radical pedagogy progressive classroom practices ethnomathematics and South African mathematics education research within both its local and international contexts *3rd International Conference on Lifelong Education and Leadership for ALL-ICLEL 2017* Prof. Dr. Paulo Alberto da SILVA PEREIRA,2018-12-27 Copyright 2017 ICLEL Conferences All rights reserved by ICLEL Conferences

Assessment in the Mathematics Classroom Berinderjeet Kaur,Khoon Yoong Wong,2011 The third in the series of yearbooks by the Association of Mathematics Educators in Singapore Assessment in the Mathematics Classroom is unique as it addresses a focused theme on mathematics education The objective is to encourage teachers and researchers to include assessment of non cognitive attributes and to use techniques in addition to paper and pencil tests that focus on typical problems Several renowned international researchers in the field have published their work in the book The thirteen chapters of the book illustrate evidence based practices that school teachers and researchers can experiment in their lessons to bring about meaningful learning outcomes A recurring theme in most chapters is the widely circulated notions of formative assessment and assessment for learning The book makes a significant contribution towards assessment in mathematics It is a good resource for research students and a must read mathematics educators

Assessment In The Mathematics Classroom: Yearbook 2011, Association Of Mathematics Educators

Berinderjeet Kaur,Khoon Yoong Wong,2011-05-16 The third in the series of yearbooks by the Association of Mathematics Educators in Singapore Assessment in the Mathematics Classroom is unique as it addresses a focused theme on mathematics education The objective is to encourage teachers and researchers to include assessment of non cognitive attributes and to use techniques in addition to paper and pencil tests that focus on typical problems Several renowned international

researchers in the field have published their work in the book *The thirteen chapters of the book illustrate evidence based practices that school teachers and researchers can experiment in their lessons to bring about meaningful learning outcomes*. A recurring theme in most chapters is the widely circulated notions of formative assessment and assessment for learning. The book makes a significant contribution towards assessment in mathematics. It is a good resource for research students and a must read mathematics educators.

Vocabulary Development Timothy Rasinski, William Rupley, 2019-04-18 Knowledge of word meanings is critical to success in reading. A reader cannot fully understand a text in which the meaning to a significant number of words is unknown. Vocabulary knowledge has long been correlated with proficiency in reading. Yet national surveys of student vocabulary knowledge have demonstrated that student growth in vocabulary has been stagnant at best. This volume offers new insights into vocabulary knowledge and vocabulary teaching. Articles range from a presentation of theories of vocabulary that guide instruction to innovative methods and approaches for teaching vocabulary. Special emphasis is placed on teaching academic and disciplinary vocabulary that is critical to success in content area learning. Our hope for this volume is that it may spark a renewed interest in research into vocabulary and vocabulary instruction and move toward making vocabulary instruction an even more integral part of all literacy and disciplinary instruction.

Effects of integrated learning: explicating a mathematical concept in inquiry-based science camps Louise Bindel, 2018 Although various arguments for integrated learning of mathematics and science exist, empirical evidence that integrated learning is as beneficial as anticipated is limited. Therefore, this quasi-experimental study investigates the effect of integrated learning of mathematics and science on eight student variables by comparing it to a control group. Results show that integrated learning is no miracle cure but has positive and negative effects on specific student outcomes. Whereas integrated learning affects students' view of the relation between mathematics and science positively, it affects students' scientific self-concept negatively. Thus, integrated learning should not substitute but rather complement disciplinary learning.

Obwohl zahlreiche Argumente für das integrierte Lernen von Mathematik und Naturwissenschaften existieren, ist die vorteilhafte Wirkung integrierten Lernens begrenzt empirisch belegt. Im Rahmen dieser quasi-experimentellen Studie wird der Effekt integrierten Lernens auf acht Schülervariablen durch Vergleiche mit einer Kontrollgruppe untersucht. Die Ergebnisse zeigen, dass integriertes Lernen kein Allheilmittel ist, sondern positive und negative Effekte auf bestimmte Schülervariablen hat. Während integriertes Lernen die Sicht der Schülerinnen und Schüler auf die Beziehung zwischen Mathematik und Naturwissenschaften positiv beeinflusst, hat es einen negativen Effekt auf das naturwissenschaftliche Selbstkonzept. Daher sollte integriertes Lernen nicht stellvertretend, sondern ergänzend zu disziplinärem Lernen implementiert werden.

Making Connections Jordan Lacy Cook, 2012 Mathematics requires a vast foundational knowledge in order for students to be successful as they advance through the years. Often times it is common for teachers to teach these foundational skills over and over to ensure mastery prior to students' advancement. Given this fact, my capstone project was dedicated to increasing students' conceptual knowledge of mathematics.

through the use of concept mapping in the classroom This project spanned a total of four math investigations with two of the investigations taught using concept mapping in addition to the regular curriculum Data collected to identify the effects of mapping on conceptual understanding long term memory motivation and teacher professionalism included preunit postunit and delayed assessments interviews journal entries surveys and the concept maps themselves The results of the study were mixed Concept mapping had positive impact on conceptual understanding in general Data also indicate that mapping within the classroom increased student motivation Finally the results indicate that concept mapping had a positive impact on my goals as a teacher and my professionalism within the community *Teaching Secondary Mathematics With Ict*

Johnston-Wilder, Sue,Pimm, David,2004-10-01 This practical book shows the reader how to use Information and

Communication Technology ICT to enhance mathematics teaching in the secondary sschool **Cases on Inquiry through**

Instructional Technology in Math and Science Lennex, Lesia,Nettleton, Kimberely Fletcher,2012-01-31 There exists a wealth of information about inquiry and about science technology engineering and mathematics STEM but current research lacks meaningfully written thoughtful applications of both topics Cases on Inquiry through Instructional Technology in Math and Science represents the work of many authors toward meaningful discourse of inquiry used in STEM teaching This book presents insightful information to teachers and teacher education candidates about using inquiry in the real classroom case studies from which research suggests appropriate uses and tangible direction for creating their own inquiry based STEM activities Sections take the reader logically through the meaning of inquiry in STEM teaching how to use technology in modern classrooms STEM projects which successfully integrate inquiry methodology and inquiry problem solving within STEM classrooms with the aim of creating activities and models useful for real world classrooms *Handbook of Human*

Factors in Web Design Kim-Phuong L. Vu,Robert W. Proctor,2011-04-25 The Handbook of Human Factors in Web Design covers basic human factors issues relating to screen design input devices and information organization and processing as well as addresses newer features which will become prominent in the next generation of Web technologies These include multimodal interfaces wireless capabilities and agents t

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