

CHANCE ENCOUNTERS: PROBABILITY IN EDUCATION

Edited by

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Chance Encounters Probability In Education Mathematics Education Library

Heinz Steinbring



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Chance Encounters: Probability in Education R. Kapadia, M. Borovcnik, 2012-12-06 This book has been written to fill a substantial gap in the current literature in mathematical education Throughout the world school mathematical curricula have incorporated probability and statistics as new topics There have been many research papers written on specific aspects of teaching presenting novel and unusual approaches to introducing ideas in the classroom however there has been no book giving an overview Here we have decided to focus on probability making reference to inferential statistics where appropriate we have deliberately avoided descriptive statistics as it is a separate area and would have made ideas less coherent and the book excessively long A general lead has been taken from the first book in this series written by the man who probably more than everyone else has established mathematical education as an academic discipline However in his exposition of didactical phenomenology Freudenthal does not analyze probability Thus in this book we show how probability is able to organize the world of chance and idealized chance phenomena based on its development and applications In preparing these chapters we and our co authors have reflected on our own acquisition of probabilistic ideas analyzed textbooks and observed and reflected upon the learning processes involved when children and adults struggle to acquire the relevant concepts **Research**

on Teaching and Learning Probability Carmen Batanero, Egan J. Chernoff, Joachim Engel, Hollylynne S. Lee, Ernesto Sánchez, 2016-07-12 This book summarizes the vast amount of research related to teaching and learning probability that has been conducted for more than 50 years in a variety of disciplines It begins with a synthesis of the most important probability interpretations throughout history intuitive classical frequentist subjective logical propensity and axiomatic views It discusses their possible applications philosophical problems as well as their potential and the level of interest they enjoy at different educational levels Next the book describes the main features of probabilistic thinking and reasoning including the contrast to classical logic probability language features the role of intuitions as well as paradoxes and the relevance of modeling It presents an analysis of the differences between conditioning and causation the variability expression in data as a sum of random and causal variations as well as those of probabilistic versus statistical thinking This is followed by an analysis of probability's role and main presence in school curricula and an outline of the central expectations in recent curricular guidelines at the primary secondary and high school level in several countries This book classifies and discusses in detail the three different research periods on students and people's intuitions and difficulties concerning probability early research focused on cognitive development a period of heuristics and biases programs and the current period marked by a multitude of foci approaches and theoretical frameworks **Dialogue and Learning in Mathematics Education** Helle Alrø, Ole Skovsmose, 2006-01-02

Dialogue and Learning in Mathematics Education is concerned with communication in mathematics classrooms In a series of empirical studies of project work we follow students inquiry cooperation as well as students obstructions to inquiry cooperation Both are considered important for a theory of learning mathematics Special attention is

paid to the notions of dialogue and critique A central idea is that dialogue supports critical learning of mathematics The link between dialogue and critique is developed further by including the notions of intention and reflection Thus a theory of learning mathematics is developed which is resonant with critical mathematics education *Mathematics Education and Language* Tony Brown,2012-12-06 Contemporary thinking on philosophy and the social sciences has primarily focused on the centrality of language in understanding societies and individuals important developments which have been under utilised by researchers in mathematics education In this revised and extended edition this book reaches out to contemporary work in these broader fields adding new material on how progression in mathematical learning might be variously understood A new concluding chapter considers how teachers experience the new demands they face *Mathematics Education and Culture* Alan Bishop,2013-04-17 *Probabilistic Thinking* Egan J. Chernoff,Bharath Sriraman,2013-12-05 This volume provides a necessary current and extensive analysis of probabilistic thinking from a number of mathematicians mathematics educators and psychologists The work of 58 contributing authors investigating probabilistic thinking across the globe is encapsulated in 6 prefaces 29 chapters and 6 commentaries Ultimately the four main perspectives presented in this volume Mathematics and Philosophy Psychology Stochastics and Mathematics Education are designed to represent probabilistic thinking in a greater context **Meaning in Mathematics Education** Jeremy Kilpatrick,Celia Hoyles,Ole Skovsmose,2006-03-30 What does it mean to know mathematics How does meaning in mathematics education connect to common sense or to the meaning of mathematics itself How are meanings constructed and communicated and what are the dilemmas related to these processes There are many answers to these questions some of which might appear to be contradictory Thus understanding the complexity of meaning in mathematics education is a matter of huge importance There are twin directions in which discussions have developed theoretical and practical and this book seeks to move the debate forward along both dimensions while seeking to relate them where appropriate A discussion of meaning can start from a theoretical examination of mathematics and how mathematicians over time have made sense of their work However from a more practical perspective anybody involved in teaching mathematics is faced with the need to orchestrate the myriad of meanings derived from multiple sources that students develop of mathematical knowledge This book presents a wide variety of theoretical reflections and research results about meaning in mathematics and mathematics education based on long term and collective reflection by the group of authors as a whole It is the outcome of the work of the BACOMET Basic COmponents of Mathematics Education for Teachers group who spent several years deliberating on this topic The ten chapters in this book both separately and together provide a substantial contribution to clarifying the complex issue of meaning in mathematics education This book is of interest to researchers in mathematics education graduate students of mathematics education under graduate students in mathematics secondary mathematics teachers and primary teachers with an interest in mathematics **Using the Mathematics Literature** Kristine K. Fowler,2004-05-25 This reference serves as a reader

friendly guide to every basic tool and skill required in the mathematical library and helps mathematicians find resources in any format in the mathematics literature It lists a wide range of standard texts journals review articles newsgroups and Internet and database tools for every major subfield in mathematics and details methods of access to primary literature sources of new research applications results and techniques Using the Mathematics Literature is the most comprehensive and up to date resource on mathematics literature in both print and electronic formats presenting time saving strategies for retrieval of the latest information

In Search of a Pedagogy of Conflict and Dialogue for Mathematics Education

Renuka Vithal,2003-09-30 This book is of interest to mathematics educators researchers in mathematics education gender social justice equity and democracy in education and practitioners teachers interested in the use of project work in mathematics teaching and learning The book builds theoretical ideas from a careful substantial description of practice in the attempt to improve both theory and practice in mathematics education It thus interrogates and develops theoretical research tools for mathematics education and provides ideas for practice in mathematics classrooms

Exploring Probability in School Graham A. Jones,2006-03-30 Exploring Probability in School provides a new perspective into research on the teaching and learning of probability It creates this perspective by recognizing and analysing the special challenges faced by teachers and learners in contemporary classrooms where probability has recently become a mainstream part of the curriculum from early childhood through high school The authors of the book discuss the nature of probability look at the meaning of probabilistic literacy and examine student access to powerful ideas in probability during the elementary middle and high school years Moreover they assemble and analyse research based pedagogical knowledge for teachers that can enhance the learning of probability throughout these school years With the book s rich application of probability research to classroom practice it will not only be essential reading for researchers and graduate students involved in probability education it will also capture the interest of educational policy makers curriculum personnel teacher educators and teachers

Philosophical Dimensions in Mathematics Education Karen Francois,Jean Paul Van Bendegem,2007-11-15 This book brings together diverse recent developments exploring philosophy of mathematics in education The unique combination of ethnomathematics philosophy history education statistics and mathematics offers a variety of different perspectives from which existing boundaries in mathematics education can be extended The ten chapters in this book offer a balance between philosophy of and philosophy in mathematics education Attention is paid to the implementation of a philosophy of mathematics within the mathematics curriculum to become a philosophy in mathematics education In doing so many chapters provide ideas for actual practice and some practical examples directly usable in teacher training and in mathematics classrooms

Perspectives on Practice and Meaning in Mathematics and Science Classrooms D. Clarke,2006-04-11 This is a variegated picture of science and mathematics classrooms that challenges a research tradition that converges on the truth The reader is surrounded with different images of the classroom and will find his beliefs confirmed or challenged The book is for

educational researchers research students and practitioners with an interest in optimizing the effectiveness of classrooms as environments for learning **Researching the Socio-Political Dimensions of Mathematics Education** Paola

Valero, Robyn Zevenbergen, 2006-04-11 Mathematics education research as a discipline is situated at the confluence of an array of diffuse seemingly incommensurable and radically divergent discourses Research claims that have grown out of mathematics education are wide ranging and antagonistic rather than circumscribed by hidebound disciplinary frames While there has never been a unified totalising discipline of knowledge labelled mathematics education research and while it has always been a contested terrain it is fair to say that the master paradigm out of which this field has been generated has been that of cognitive psychology Mainstream mathematics education knowledges refracting the master discourse of psychology whereby cognition serves as the central privileged and defining concept clearly delimits its possibilities for serving as a social tool of democratic transformation The central point of departure of this new collection is that mathematics education research is insufficiently univocal to support the type of uncompromising interpretation that cognitive psychologists would bring to it The hallmark contribution of this pathbreaking volume edited by Paola Valero and Robyn Zevenbergen is the paradigmatic shift the authors have effected in the field of mathematics education research taking up a position at the faultline of socio cultural analysis and critical pedagogy Beliefs: A Hidden Variable in Mathematics Education? G.C.

Leder, Erkki Pehkonen, Günter Törner, 2005-12-28 This book focuses on aspects of mathematical beliefs from a variety of different perspectives Current knowledge of the field is synthesized and existing boundaries are extended The volume is intended for researchers in the field as well as for mathematics educators teaching the next generation of students

Teaching and Learning Stochastics Carmen Batanero, Egan J Chernoff, 2018-03-01 This book presents a collection of selected papers that represent the current variety of research on the teaching and learning of probability The respective chapters address a diverse range of theoretical empirical and practical aspects underpinning the teaching and learning of probability curricular issues probabilistic reasoning misconceptions and biases as well as their pedagogical implications These chapters are divided into THREE main sections dealing with TEACHING PROBABILITY STUDENTS REASONING AND LEARNING AND EDUCATION OF TEACHERS In brief the papers presented here include research dealing with teachers and students at different levels and ages from primary school to university and address epistemological and curricular analysis as well as the role of technology simulations language and visualisation in teaching and learning probability As such it offers essential information for teachers researchers and curricular designers alike **Symbolizing, Modeling and Tool Use in**

Mathematics Education K.P Gravemeijer, R. Lehrer, H.J. van Oers, Lieven Verschaffel, 2013-03-09 The almost universal rejection of the notion of symbols as carriers of meaning has created the need to find an alternative for the use of models as embodiments of mathematical concepts By taking its point of departure as a concern for the way students actually use tools and symbols and for what these signify for them this book explores the option of building on symbolizing modelling and tool

use as personally meaningful activities of students This theme is approached from different angles and different perspectives One dimension is that of setting varying from the study of informal spontaneous activity of students to an explicit focus on instructional design and goals and effects of instruction Another dimension is the theoretical framework of the researcher varying from constructivism to activity theory cognitive psychology and instructional design theory This book will appeal to a wide audience varying from researchers instructional designers educators and graduate students **Didactics of**

Mathematics as a Scientific Discipline Rolf Biehler,Roland W. Scholz,Rudolf Sträßer,Bernard Winkelmann,2006-04-11

Didactics of Mathematics as a Scientific Discipline describes the state of the art in a new branch of science Starting from a general perspective on the didactics of mathematics the 30 original contributions to the book drawn from 10 different countries go on to identify certain subdisciplines and suggest an overall structure or topology of the field The book is divided into eight sections 1 Preparing Mathematics for Students 2 Teacher Education and Research on Teaching 3 Interaction in the Classroom 4 Technology and Mathematics Education 5 Psychology of Mathematical Thinking 6 Differential Didactics 7 History and Epistemology of Mathematics and Mathematics Education 8 Cultural Framing of Teaching and Learning Mathematics Didactics of Mathematics as a Scientific Discipline is required reading for all researchers into the didactics of mathematics and contains surveys and a variety of stimulating reflections which make it extremely useful for mathematics educators and teacher trainers interested in the theory of their practice Future and practising teachers of mathematics will find much to interest them in relation to their daily work especially as it relates to the teaching of different age groups and ability ranges The book is also recommended to researchers in neighbouring disciplines such as mathematics itself general education educational psychology and cognitive science **Humans-with-Media and the Reorganization of**

Mathematical Thinking Marcelo C. Borba,Monica E. Villarreal,2005-03-22 This book offers a new conceptual framework for reflecting on the role of information and communication technology in mathematics education Discussion focuses on how computers writing and oral discourse transform education at an epistemological as well as a political level Building on examples research and theory the authors propose that knowledge is not constructed solely by humans but by collectives of humans and technologies of intelligence What Counts as Mathematics? Gail E. FitzSimons,2005-12-15 J RGEN MAASS

WOLFGANG SCHL GLMANN THEORY AND PRACTICE OF MATHEMATICS EDUCATION FOR ADULTS Our world is dominated by technological developments The philosopher Heinz H Ismann wrote that Atom Gen and Bit are the three basic principles now see H Ismann 1985 Each of the so called new technologies is based upon mathematics The first computer was built as a part of the Manhattan Project to calculate models of the atomic bomb The human genome project uses computers very often to find out the structure of the genome And computers are mathematical machines materialised mathematics Social organisations companies and not least governments use computers to process information A precondition for this is to formalise the social or economical structure which produces the information This formalisation is a type of mathematisation

too The social and economical models of organisations or companies are a part of the process of mathematising the world Last but not least mathematics is a part of everyday life and work People handle money buy things do handywork at home measure areas to paint and so on All together mathematics is not only the basis for technology economy work and everyday life but a part of our culture It seems clear that everyone in our society should know more about this The Construction of New Mathematical Knowledge in Classroom Interaction Heinz Steinbring, 2006-03-30 Mathematics is generally considered as the only science where knowledge is uniform universal and free from contradictions Mathematics is a social product a net of norms as Wittgenstein writes In contrast to other institutions traffic rules legal systems or table manners which are often internally contradictory and are hardly ever unrestrictedly accepted mathematics is distinguished by coherence and consensus Although mathematics is presumably the discipline which is the most differentiated internally the corpus of mathematical knowledge constitutes a coherent whole The consistency of mathematics cannot be proved yet so far no contradictions were found that would question the uniformity of mathematics Heintz 2000 p 11 The coherence of mathematical knowledge is closely related to the kind of professional communication that research mathematicians hold about mathematical knowledge In an extensive study Bettina Heintz Heintz 2000 proposed that the historical development of formal mathematical proof was in fact a means of establishing a communicable code of conduct which helped mathematicians make themselves understood in relation to the truth of mathematical statements in a coordinated and unequivocal way

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