
**CONCEPTUAL AND
PROCEDURAL KNOWLEDGE:
THE CASE OF MATHEMATICS**

**Edited by
James Hiebert**

Conceptual And Procedural Knowledge The Case Of Mathematics

Lila R. Gleitman, Aravind K. Joshi



Conceptual And Procedural Knowledge The Case Of Mathematics:

Conceptual and Procedural Knowledge James Hiebert, 2013-08-21 First Published in 1986 This book is intended for those people who are interested in how mathematics is learned It is intended especially for those who are interested in the mental processes involved in becoming mathematically competent and the mental processes that inhibit such competency from developing The volume opens with an overview of the issue and then traces the relationships between conceptual and procedural knowledge in mathematics from preschool days through the years of formal schooling Mathematics educators and cognitive psychologists from a variety of perspectives contribute theoretical arguments and empirical data to illuminate the nature of the relationships and in turn the nature of mathematics learning

Conceptual and Procedural Knowledge James Hiebert, 1986

Encyclopedia of Education and Human Development Stephen J. Farenga, Daniel

Ness, 2015-07-17 This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice making it a unique contribution to the educational reference market Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education psychology sociology philosophy law and medicine The book focuses on important themes in education and human development Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas institutions and organizations and includes entries on these institutions and organizations This work integrates numerous theoretical frameworks with field based applications from many areas in educational research

The Math We Need to Know and Do in Grades 6-9 Pearl Gold Solomon, 2007-05-24 Expertly connects state and national standards to examples from our curriculum With this text you can be sure that you are teaching what you are expected to teach Kimberly Puckett Math Teacher Tri Village Junior Senior High School New Madison OH An excellent practical and well organized resource for planning math lessons that address content standards found in all state curriculum frameworks Anne Roede Giddings Assistant Superintendent Ansonia Public Schools CT Does a wonderful job of connecting mathematical objectives with instructional techniques and real world applications Makes a valuable contribution to the field by integrating multiple resources and linking content and pedagogy Edward C Nolan Mathematics Department Chair Albert Einstein High School Kensington MD A simple to follow matrix helps you align activities problems and assessments with NCTM standards In a new edition of her standards based math workbook award winning author Pearl Gold Solomon covers essential concepts and skills as defined by the National Council of Teachers of Mathematics for learners in middle schools Designed as a comprehensive resource for planning curriculum instruction and assessment The Math We Need to Know and Do in Grades 6-9 Second Edition offers a quick reference simple to follow matrix covering the sequential and specific development of concepts across grade levels Responding to the current climate of accountability and new findings on how

the brain works and how students learn this updated and expanded handbook covers content standards and provides guidelines for formal and informal assessments Teachers and instructional leaders will find practical tools that include Concept statements and scaffolds for building student understanding Suggestions for working with manipulatives calculators Web sites and educational software and graphics programs Ready to use sample activities problems and assessments Ideal for teachers as well as math coaches curriculum directors and assessment specialists this invaluable text presents authoritative and detailed guidance for strengthening curriculum development and instruction

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

Mathematics Learning in Early Childhood National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Early Childhood Mathematics, 2009-11-13 Early childhood mathematics is vitally important for young children s present and future educational success Research demonstrates that virtually all young

children have the capability to learn and become competent in mathematics Furthermore young children enjoy their early informal experiences with mathematics Unfortunately many children s potential in mathematics is not fully realized especially those children who are economically disadvantaged This is due in part to a lack of opportunities to learn mathematics in early childhood settings or through everyday experiences in the home and in their communities Improvements in early childhood mathematics education can provide young children with the foundation for school success Relying on a comprehensive review of the research Mathematics Learning in Early Childhood lays out the critical areas that should be the focus of young children s early mathematics education explores the extent to which they are currently being incorporated in early childhood settings and identifies the changes needed to improve the quality of mathematics experiences for young children This book serves as a call to action to improve the state of early childhood mathematics It will be especially useful for policy makers and practitioners those who work directly with children and their families in shaping the policies that affect the education of young children

The Palgrave Encyclopedia of the Possible Vlad Petre Glăveanu,2023-01-25 The Palgrave Encyclopedia of the Possible represents a comprehensive resource for researchers and practitioners interested in an emerging multidisciplinary area within psychology and the social sciences the study of how we engage with and cultivate the possible within self society and culture Far from being opposed either to the actual or the real the possible engages with concrete facts and experiences with the result of transforming them This encyclopedia examines the notion of the possible and the concepts associated with it from standpoints within psychology philosophy sociology neuroscience and logic as well as multidisciplinary fields of research including anticipation studies future studies complexity theory and creativity research Presenting multiple perspectives on the possible the authors consider the distinct social cultural and psychological processes e g imagination counterfactual thinking wonder play inspiration and many others that define our engagement with new possibilities in domains as diverse as the arts design and business

The Math We Need to Know and Do in Grades PreK–5 Pearl Gold Solomon,2006-06-14 I will be quoting many of the key points presented in the book often to others in my school Carol Amos Teacher Leader Mathematics Coordinator Twinfield Union School Plainfield VT A wonderful resource for readers who will be developing curriculum and lessons Each content branch is clearly explained and has examples for easy development Professionals will be able to easily build further examples Joseph DiGarbo Teacher Mohegan Elementary School Uncasville CT Makes a distinct contribution to the field of mathematics explaining in clear language the relevance of the various concepts as they apply to elementary mathematics curricula Melissa Miller TeacherRandall G Lynch Middle School Farmington AR Strengthen your math instruction and assessments with these standards based learner friendly tools This updated and expanded new edition provides elementary math teachers with a step by step approach to planning standards based curriculum instruction and now assessment too Pearl Gold Solomon covers the essential concepts and skills defined by the National Council of Teachers of Mathematics NCTM using a simple to

follow matrix that aligns activities and problems for the classroom with specific NCTM standards and then provides appropriate assessments for each An essential handbook for grades PreK 5 it provides detailed guidance sample activities problems and assessments all grade appropriate and ready to use Highlights include a rubric test specifications other assessment resources suggestions for working with manipulatives calculators educational software and graphics programs and Web sites Teachers will find this invaluable when they Review their own knowledge of mathematical concepts Plan curriculum for a specific lesson grade level or an entire school Respond to individual conceptual or procedural challenges among their learners Assess student knowledge both formally and informally As always Solomon turns confusing pedagogy into accessible instruction giving new teachers clarity and experienced teachers a base that can easily be built upon This is an indispensable resource for instructional leaders district planners staff developers math coaches and individual teachers seeking to enhance their instructional repertoire Understanding and Teaching the Intuitive Mind Bruce Torff, Robert J. Sternberg, 2001-01-01 The intuitive mind is a powerful force in the classroom and often an undetected one Intuitive conceptions knowledge or knowledge structures that individuals acquire and use largely without conscious reflection or explicit instruction sometimes work to facilitate learning in the classroom and other contexts But learning may also be impeded by intuitive conceptions and they can be difficult to dislodge as needed The literatures in psychology and education include a large and diverse body of theory and research on intuitive conceptions but this work is limited in some respects This volume contributes in four ways to overcome these limitations Understanding and Teaching the Intuitive Mind Student and Teacher Learning pulls together diverse theoretical and methodological approaches to the origin structure function and development of intuitive conceptions explores a diversity of academic disciplines paying equal attention not only to mathematics and science the fields in which intuitive concepts have been studied most extensively but also to the social sciences arts and humanities explicitly links theory and research to educational implications and classroom applications and focuses not only on students intuitive conceptions but also on teachers intuitive beliefs about learning and teaching Although the viewpoints of the contributors are diverse they share the belief that educational practices have much to gain by systematic studies of the intuitive learner and teacher This volume offers state of the art research based information and support for psychologists teacher educators educational administrators teachers prospective teachers and others who seek to develop educational practices that are cognizant of and responsive to the intuitive conceptions of students and teachers

How Students Learn National Research Council, Division of Behavioral and Social Sciences and Education, Committee on How People Learn, A Targeted Report for Teachers, 2004-12-23 How do you get a fourth grader excited about history How do you even begin to persuade high school students that mathematical functions are relevant to their everyday lives In this volume practical questions that confront every classroom teacher are addressed using the latest exciting research on cognition teaching and learning How Students Learn History Mathematics and Science in the Classroom builds on the

discoveries detailed in the bestselling *How People Learn* Now these findings are presented in a way that teachers can use immediately to revitalize their work in the classroom for even greater effectiveness Organized for utility the book explores how the principles of learning can be applied in teaching history science and math topics at three levels elementary middle and high school Leading educators explain in detail how they developed successful curricula and teaching approaches presenting strategies that serve as models for curriculum development and classroom instruction Their recounting of personal teaching experiences lends strength and warmth to this volume The book explores the importance of balancing students knowledge of historical fact against their understanding of concepts such as change and cause and their skills in assessing historical accounts It discusses how to build straightforward science experiments into true understanding of scientific principles And it shows how to overcome the difficulties in teaching math to generate real insight and reasoning in math students It also features illustrated suggestions for classroom activities *How Students Learn* offers a highly useful blend of principle and practice It will be important not only to teachers administrators curriculum designers and teacher educators but also to parents and the larger community concerned about children s education

Rational Numbers Thomas P. Carpenter, Elizabeth Fennema, Thomas A. Romberg, 2012-10-12 Until recently there had been relatively little integration of programs of research on teaching learning curriculum and assessment However in the last few years it has become increasingly apparent that a more unified program of research is needed to acquire an understanding of teaching and learning in schools that will inform curriculum development and assessment The chapters in this volume represent a first step toward an integration of research paradigms in one clearly specified mathematical domain Integrating a number of different research perspectives is a complex task and ways must be found to reduce the complexity without sacrificing the integration The research discussed in this volume is tied together because it deals with a common content strand During the last ten years specific content domains have served as focal points for research on the development of mathematical concepts in children The areas of addition and subtraction algebra rational numbers and geometry are notable examples Whether a similar organizational structure will prevail for programs of research that integrate the study of teaching learning curriculum and assessment is an open question The perspectives presented in this volume illustrate the potential for adopting this perspective

Teaching Multiplication with Lesson Study Masami Isoda, Raimundo Olfo, 2020-11-23 This open access book is intended to assist teachers teacher trainers curriculum designers editors and authors of textbooks in developing strategies to teach the multiplication of natural numbers based on the experience of the Lesson Study in Japan This approach to mathematics education dates back to the 1870s and reconciles the emphasis on problem solving with the treatment of the curricular contents It has gained international recognition since the 1990s and thanks to it mathematics education in Japan has been recognized as one of the most efficient and innovative in the world This growing international awareness has led to an effort to apply the principles of Lesson Study to other parts of the world and this book shows how experienced authors

from Brazil Chile Mexico Spain and Portugal have worked to adapt some of these methods and techniques to the Portuguese and Spanish speaking countries of Ibero America Drawing on the impact of Lesson Study on government curriculum decisions and teacher behavior in Japanese classrooms offering examples of lessons lesson plans and suggestions for teaching and presenting examples of the good reception of the principles of Lesson Study in Ibero America Teaching Multiplication with Lesson Study Japanese and Ibero American Theories for Mathematics Education shows how an efficient and cutting edge experience in mathematics education can travel the world and help teachers in many different countries

The Development of Arithmetic Concepts and Skills Arthur J. Baroody, Ann Dowker, 2013-06-17 This volume focuses on two related questions that are central to both the psychology of mathematical thinking and learning and to the improvement of mathematics education What is the nature of arithmetic expertise How can instruction best promote it Contributors from a variety of specialities including cognitive developmental educational and neurological psychology mathematics education and special education offer theoretical perspectives and much needed empirical evidence about these issues As reported in this volume both theory and research indicate that the nature of arithmetic expertise and how to best promote it are far more complex than conventional wisdom and many scholars past and present have suggested The results of psychological educational and clinical studies using a wide range of arithmetic tasks and populations including normally and atypically developing children non injured and brain injured adults and savants all point to the same conclusion The heart of arithmetic fluency in general and the flexible and creative use of strategies in particular is what is termed adaptive expertise meaningful or conceptually based knowledge The construction of adaptive expertise in mathematics is for the first time examined across various arithmetic topics and age groups This book will be an invaluable resource for researchers and graduate students interested in mathematical cognition and learning including mathematics educators developmental and educational psychologists and neuropsychologists educators including teachers curriculum supervisors and school administrators and others interested in improving arithmetic instruction including officials in national and local education departments the media and parents

Democracy and Mathematics Education Kurt Stemhagen, Catherine Henney, 2021-05-06 In Democracy and Mathematics Education Kurt Stemhagen and Catherine Henney develop a way of thinking about the nature and purposes of math that is inclusive participatory and thoroughly human They use these ideas to create a school mathematics experience that can enhance students math abilities and democratic potential They locate mathematics origins in human activity and highlight the rich but often overlooked links between mathematical activity and democratic social practices Democratic mathematics education foregrounds student inquiry and brings to light the moral dimensions of a discipline that has both remarkable utility and inevitable limitations For math educators the book s humanities approach helps to see the subject anew For philosophers it provides an important real world context for wrestling with perennial and timely questions engaging democratic and evolutionary theory to transform school math This alternative approach to

mathematics and mathematics education provides a guide for how to use math to make democracy a larger part of school and wider social life 2021 Winner of the AESA Critics Choice Book Award *Volume 2: Cases and Perspectives* M. Kathleen Heid, Glendon W. Blume, 2008-07-01 Published in Co operation with the National Council of Teacher of Mathematics According to NCTM s Principles and Standards for School Mathematics Technology is essential in teaching and learning of mathematics it influences the mathematics that is taught and it enhances students learning How does research inform this clarion call for technology in mathematics teaching and learning In response to the need to craft appropriate roles for technology in school mathematics new technological approaches have been applied to the teaching and learning of mathematics and these approaches have been examined by researchers world wide The second volume has a dual focus cases and perspectives It features descriptive cases that provide accounts of the development of technology intensive curriculum and tools In these cases the writers describe and analyze various roles that research played in their development work and ways in which research curriculum development and tool development can inform each other These thoughtful descriptions and analyses provide documentation of how this process can and does occur The remaining chapters in the second volume address research related issues and perspectives on the use of technology in the teaching and learning of mathematics The lessons learned from the research presented in these volumes are lessons about teaching and learning that can be applied more broadly than solely in technological settings *Naturalizing Logico-Mathematical Knowledge* Sorin Bangu, 2018-02-01 This book is meant as a part of the larger contemporary philosophical project of naturalizing logico mathematical knowledge and addresses the key question that motivates most of the work in this field What is philosophically relevant about the nature of logico mathematical knowledge in recent research in psychology and cognitive science The question about this distinctive kind of knowledge is rooted in Plato s dialogues and virtually all major philosophers have expressed interest in it The essays in this collection tackle this important philosophical query from the perspective of the modern sciences of cognition namely cognitive psychology and neuroscience Naturalizing Logico Mathematical Knowledge contributes to consolidating a new emerging direction in the philosophy of mathematics which while keeping the traditional concerns of this sub discipline in sight aims to engage with them in a scientifically informed manner A subsequent aim is to signal the philosophers willingness to enter into a fruitful dialogue with the community of cognitive scientists and psychologists by examining their methods and interpretive strategies **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 **Mathematical Cognition** James M.

Royer,2003-01-01 **Proceedings of the Twenty-second Annual Conference of the Cognitive Science Society** Lila R. Gleitman,Aravind K. Joshi,2000 Vol inclu all pprs postrs presntd at 2000 Cog Sci mtg summaries of symposia invitd addresses Dealg wth issues of representg modelg cog procsses appeals to scholars in all subdiscip tht comprise cog sci psy compu sci neuro sci ling philo Cognitive Development from a Strategy Perspective Patrick Lemaire,2017-09-21 Cognitive Development from a Strategy Perspective recognises the outstanding scientific legacy of Robert S Siegler as a pioneer of modern research on cognitive development throughout the lifespan This volume presents a collection of essays written by leading scholars in the field using cutting edge research to illustrate how Siegler s work and ideas lay the groundwork for much of the modern studies on cognitive development The collection includes chapters which examine strategic aspects of lifespan cognitive development change mechanisms underlying cognitive development and numeracy acquisition with emphasis given to the application of new strategies for education It explores conceptual and methodological frameworks to best study and understand development during childhood and adulthood and the role of foundational core knowledge on development and acquisition These foundational issues are examined from various angles and finally integrated in a concluding panoramic chapter written by Siegler himself Cognitive Development from a Strategy Perspective offers valuable reading for graduates and researchers in cognitive development and mathematical cognition as well as those at the interface of psychology and education

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Table of Contents Conceptual And Procedural Knowledge The Case Of Mathematics

1. Understanding the eBook Conceptual And Procedural Knowledge The Case Of Mathematics
 - The Rise of Digital Reading Conceptual And Procedural Knowledge The Case Of Mathematics
 - Advantages of eBooks Over Traditional Books
2. Identifying Conceptual And Procedural Knowledge The Case Of Mathematics
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Conceptual And Procedural Knowledge The Case Of Mathematics
 - User-Friendly Interface
4. Exploring eBook Recommendations from Conceptual And Procedural Knowledge The Case Of Mathematics
 - Personalized Recommendations
 - Conceptual And Procedural Knowledge The Case Of Mathematics User Reviews and Ratings
 - Conceptual And Procedural Knowledge The Case Of Mathematics and Bestseller Lists

5. Accessing Conceptual And Procedural Knowledge The Case Of Mathematics Free and Paid eBooks
 - Conceptual And Procedural Knowledge The Case Of Mathematics Public Domain eBooks
 - Conceptual And Procedural Knowledge The Case Of Mathematics eBook Subscription Services
 - Conceptual And Procedural Knowledge The Case Of Mathematics Budget-Friendly Options
6. Navigating Conceptual And Procedural Knowledge The Case Of Mathematics eBook Formats
 - ePub, PDF, MOBI, and More
 - Conceptual And Procedural Knowledge The Case Of Mathematics Compatibility with Devices
 - Conceptual And Procedural Knowledge The Case Of Mathematics Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Conceptual And Procedural Knowledge The Case Of Mathematics
 - Highlighting and Note-Taking Conceptual And Procedural Knowledge The Case Of Mathematics
 - Interactive Elements Conceptual And Procedural Knowledge The Case Of Mathematics
8. Staying Engaged with Conceptual And Procedural Knowledge The Case Of Mathematics
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Conceptual And Procedural Knowledge The Case Of Mathematics
9. Balancing eBooks and Physical Books Conceptual And Procedural Knowledge The Case Of Mathematics
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Conceptual And Procedural Knowledge The Case Of Mathematics
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Conceptual And Procedural Knowledge The Case Of Mathematics
 - Setting Reading Goals Conceptual And Procedural Knowledge The Case Of Mathematics
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Conceptual And Procedural Knowledge The Case Of Mathematics
 - Fact-Checking eBook Content of Conceptual And Procedural Knowledge The Case Of Mathematics
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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