Constructivist Views On The Teaching And Learning Of Mathematics Journal For Research In Mathematics Education Monograph

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Reflection in Learning and Professional Development

A Social Constructivist Approach to Translator Education
Art of Constructivist Teaching in the Primary School
A Constructivist Enquiry
Constructivist Views on the Teaching and Learning of Mathematics
Learning to Teach in Underserved Schools
Constructivism Reconsidered in the Age of Social Media

CRANE ORTIZ

Teaching Health Professionals Online

Psychology Press
Mathematics is the science of acts without things - and through this, of things one can define by acts. 1 Paul Valéry The essays collected in this volume form a mosaik of theory, research, and practice directed at the task of spreading mathematical knowledge. They address questions raised by the recurrent observation that, all too frequently, the present ways and means of teaching mathematics generate in the student a lasting aversion against numbers, rather than an understanding of the useful and sometimes enchanting things one can do with them. Parents, teachers, and researchers in the field

of education are well aware of this dismal situation, but their views about what causes the wide-spread failure and what steps should be taken to correct it have so far not come anywhere near a practicable consensus. The authors of the chapters in this book have all had extensive experience in teaching as well as in educational research. They approach the problems they have isolated from their own individual perspectives. Yet, they share both an overall goal and a specific fundamental conviction that characterized the efforts about which they write here. The common goal is to find a better way to teach mathematics. The common conviction is that knowledge cannot simply be transferred ready-made from parent to child or from teacher to student but has to be actively built up by each learner in his or her own mind.

The Practice of Constructivism in Science Education Corwin Press

This book discusses the student teachers' professional learning outcomes, learning processes, and influencing factors of their learning in the context of underserved schools in English language teacher education.

A Social Constructivist Approach Routledge

While many people talk about the Constructivist philosophy, there has not been a publication that provides a detailed description of

what a Constructivist classroom sounds like and looks like. This book fills that void by examining the philosophy, translating it into teaching strategies, and providing over forty examples. These examples come from the elementary level up to and including the collegiate level, and include all content areas. These examples show how the Constructivist educator uses the linguistic mode, the visual mode, and the kinesthetic mode to create a class environment in which the Constructivist philosophy flourishes. Examples of student work are provided; the book also includes chapters on note-taking, Problem-Based Learning (PBL), action research, and other Constructivist resources. Written in user-friendly form, this book presents a concrete and step by step approach for translating the Constructivist philosophy into classroom practice. This book is intended for every Constructivist researcher, practitioner, and teacher-educator. The researcher and teacher-educator will benefit from topics such as the history of Constructivist thought, the principles of Constructivism and action research. This book is more than a list of recipes, and this will be beneficial to the practitioner. Starting with the principles of Constructivism, and bridging to four basic teaching strategies, the practitioner is

guided on how to use different learning modes and “meta-strategies” to create a true Constructivist practice. An educator’s life is made up of one’s philosophy, teaching principles, daily strategies, resources, and research tools. This book provides an in-depth look, from the Constructivist perspective, at each one of these components. In every sense of the word, this book is truly “comprehensive.”

From Theory to Practice Athabasca University Press

Reflection is a technique for aiding and reinforcing learning, used in education and professional development. This volume offers practitioners and students guidance that cuts across theoretical approaches, enabling them to understand and use reflection to enhance learning in practice.

The Models of Engaged Learning and Teaching John Wiley & Sons

Constructivist views on the teaching and learning of mathematics (Journal for research in mathematics education).

Investigating Mathematics Teaching IGI Global

First Published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

Psychology for the Classroom: the Social Context Routledge

"This book is about learning, but it is also about instruction and how knowledge about

the psychology of learning helps to ensure the quality and effectiveness of instruction"--

Guidelines for Teaching and Learning Springer Science & Business Media

This is a book about the teaching and particularly the acquisition of translation-related skills and knowledge. Well grounded in theory, the book also provides numerous examples drawn from the author's extensive classroom experience in translator education and foreign language teaching. Kiraly uses a number of classroom case studies to illustrate his method, including: introductory courses in translation studies, project-based translation practice courses, translation studies seminars, as well as naturalistic foreign language learning classes for student translators. The book is primarily geared toward translator educators and programme administrators, as well as students of translation, and will also be of interest to foreign language teachers who incorporate translation into their teaching, to translation scholars, and to others involved in the world of translation.

Cultivating a Culture of Nonviolence in Early Childhood Development Centers and Schools Routledge

This volume provides a needed elaboration of theories and potential applications of constructivism in

science education. Although the term "constructivism" is used widely, there has been a dearth of materials to guide science educators concerning the potential of constructivism to influence what is done in the field. In fact, there has been a tendency for constructivism to be viewed as a method that can be used in a classroom. This view tends to diminish the power of constructivism as a way of thinking about education, and in particular, about science education. The chapters in this book address the need to document the theoretical roots of constructivism and to describe how practitioners have applied constructivist oriented beliefs in the practice of K-12 teaching of science and mathematics, as well as teacher education. Not only does this book contain different theoretical perspectives on constructivism, but it also features a chapter that critiques constructivism as an epistemology. Specific topics covered include: * cooperative learning, * the negotiation of meaning, * problem centered learning, * social construction of knowledge, * science in culturally diverse settings, * curriculum planning and implementation, and * instructional technology. Issues associated with the preparation and enhancement of science teachers and

the reform of science education are also explored.

Constructivist Views of Teaching, Learning, and Supervising Held by Public School Teachers and Their Influence on Student Achievement in Mathematics

Psychology Press

Biographical note: Oleg Tarnopolsky (Doctor of Pedagogy, Fulbright Awards, 1994 and 2005) is Full Professor at Alfred Nobel University, Dnipropetrovsk (Ukraine) where he heads the Department of Applied Linguistics and Methods in Foreign Language Teaching. His research and publications focus on different aspects of language teaching. He is the author of more than 250 works (books, articles, textbooks) on teaching English as a foreign language published in his home country and across Europe, in Canada and in China. Contact:Managing Editor: Anna Borowska, PhD, aborowska@versita.com.

Enquiring Teachers, Enquiring Learners

Academic Press

Barbara Jaworski addresses a number of questions that are central to research on reform in mathematics education today. In this volume she attempts to chart critically yet honestly her own developing ideas as she undertakes a several-year-long enquiry into mathematics teaching and gives a very personal account of her developing

conceptions, conjectures, thoughts and reflections. The author accounts for her research both genetically and biographically, simultaneously restructuring the development of her ideas and giving a rigorous, critical and reflective account. Constructivism and Education Routledge This enduring bestseller remains the most comprehensive examination of constructivism and its relationship to teaching and learning. Closing the gap between theory and practice, well-known scholars make constructivism accessible by showing its application in everyday classrooms. Building on the success of the first edition, the authors have completely updated this popular text and expanded its scope to include examples of constructivist teaching across all grade levels and disciplines. An ambitious revision of a now classic text, Constructivism: Theory, Perspectives, and Practice, Second Edition is an invaluable resource for practicing teachers, teacher educators, and curriculum specialists in mathematics, science, social studies, and language arts. New for the Second Edition! An updated theory section that adds further contemporary biological evidence to go beyond the theories of Piaget and Vygotsky—offering a more contemporary framework for a

psychological theory of learning.New chapters reflecting the school-based reforms that have been initiated since the writing of the first edition—specifically addressing the changes in mathematics, social studies, and teacher education.A new chapter on the emerging field of disability studies—including a critique that unmasks current practices and assumptions that better serve schools rather than students and their families. Contributors: Paul Cobb • Susan Cowey • Rheta DeVries • Eleanor Duckworth • Dewey I. Dykstra, Jr. • George Forman • Catherine Twomey Fosnot • Catherine A. Franklin • June S. Gould • Maxine Greene • Candace Julyan • Randall Stewart Perry • D. Kim Reid • Deborah Schifter • Jan Weatherly Valle • Ernst von Glasersfeld • Betty Zan. Praise for the First Edition! “Provides the reader with many ways of connecting to the central ideas of constructivism . . . highly readable.” —Gifted Child Quarterly “Shows how constructivist theory can inform classroom practices, and . . . provides teachers with a deeper understanding that gives substance to the rhetoric of school reform.” —Journal of Curriculum Studies *Frameworks and Strategies* Routledge The methods for teaching mathematics usually follow the structure of

mathematics. The problem with this is that the structure of mathematics took centuries of elaboration to develop and is not the same as how one originally experiences mathematics. Based on research of how mathematics is actually learned, this book presents an innovative approach for teaching mathematics that will engage pupils and can have lifelong benefits for how they take on board more advanced mathematical topics. Math Makes Sense! makes use of the realistic mathematics education (RME) philosophy, which bridges the gap between informal mathematics learning (such as in day-to-day life) and more formal teaching in school. Many real-life situations as examples for learning are included, as well as different mathematical and logic puzzles that will stimulate learning and foster understanding. The ideas presented are not confined to one national curriculum and so can be helpful worldwide to teachers/ instructors (both in practice and those still in training), private tutors, homeschooling parents, and educational researchers. Contents:PrefaceAcknowledgmentsAbout the AuthorsFostering the Learning of MathematicsConstruction of Concepts and Mathematical InterpretationsNumberingAddition and SubtractionMultiplicatio

n and DivisionFractions, Decimals, and PercentagesMeasurement Exploring SpaceProbability and StatisticsPatterns, Relations, and FunctionsThe Joy of PuzzlesTechnology: A Tool for Analysis and InterpretationAssessment Concluding Remarks Readership: Teachers, trainee teachers, researchers interested in mathematics education, homeschool parents, and parents with children in primary/ elementary school. Key Features:This book is grounded on solid mathematics learning research, as well as on the authors' own observations in the classroom, and so combines theoretical knowledge with practiceWritten in an accessible mannerGives educators ideas which they can easily implement in the classroom Theory, Perspectives, and Practice IAP First published in 1994. Routledge is an imprint of Taylor & Francis, an informa company. *Experience And Education* Wadsworth Publishing Company Teaching Health Professionals Online: Frameworks and Strategies is a must-read for professionals in the health care field who strive to deliver excellence in their online classes. This compendium of teaching strategies will assist both new and experienced instructors in the health professions. In addition to outlining creative,

challenging activities with step-by-step directions and explanations of why they work, each chapter situates these practical techniques within the context of a particular theory of learning: instructional immediacy, invitational theory, constructivism, connectivism, transformative learning, and quantum learning theory. The authors also address other issues familiar to those who have taught online courses. How can a distance instructor build teacher-student relationships? How does one create a sense of community in the virtual classroom? How can an online instructor best support students in their future pursuit of knowledge and their development as competent professionals? By considering these and other concerns, this handbook aims to help instructors to increase student success and satisfaction, which, the authors hope, will in the long run contribute to improved patient care.

Cambridge University Press

With the recent uptick of violence in schools, it is essential to strategize new concepts for promoting nonviolent tendencies in children and creating safe environments. Through nonviolent teaching techniques, it is possible to effectively demonstrate mutual respect, tolerance, and compassion in order to have a lasting peace. Cultivating a Culture of Nonviolence in Early

Childhood Development Centers and Schools aims to expand and deepen multicultural nonviolent teaching techniques and concepts to achieve desired outcomes for early childhood development centers, schools, institutions of higher learning, and centers of teacher development and training. While highlighting topics including child development, conflict resolution, and classroom leadership, this book is ideally designed for teachers, directors, principals, teacher organizations, school counselors, psychologists, social workers, government officials, policymakers, researchers, and students.

A Human Constructivist View Routledge

Unique in offering a multidisciplinary perspective on key issues of alternative epistemologies in education, this collection includes contributions from scholars in family therapy, epistemology, and mathematics, science, and language education. These respected researchers were brought together to develop the theme of constructivism as it applies to many diversified fields. This book examines key distinctions of various constructivist epistemologies, comparing and contrasting the various paradigms. Each section provides both keynote positions on a particular alternative paradigm as well as critical comments by

respondents regarding that position. Several chapters also present a synthesis of the alternative epistemological perspectives.
A Constructivist Perspective
Constructivist Views on the Teaching and Learning of Mathematics
Presents key principles of teacher education and concrete examples from successful programs.
Constructivist Blended Learning Approach Routledge
Constructivist Instruction: Success or Failure? brings together leading thinkers from both sides of the hotly debated controversy about constructivist approaches to instruction. Although constructivist theories and practice now dominate the fields of the learning sciences, instructional technology, curriculum and teaching, and educational psychology, they have also been the subject of sharp criticism regarding sparse research support and adverse research findings. This volume presents: the evidence for and against constructivism; the challenges from information-processing theorists; and commentaries from leading researchers in areas such as text comprehension, technology, as well as math and science education, who discuss the constructivist framework from their perspectives. Chapters present detailed views from both sides of the

controversy. A distinctive feature of the book is the dialogue built into it between the different positions. Each chapter concludes with discussions in which two authors with opposing views raise questions about the chapter, followed by the author(s)' responses to those questions; for some chapters there are several cycles of questions and answers. These discussions, and concluding chapters by the editors, clarify, and occasionally narrow the differences between positions and identify needed research.

A Guide for Students and Teachers

Teachers College Press

Argues for the development of classrooms based on constructivist pedagogy.

• Adult Children Of Emotionally Immature Parents: How To Heal From Distant, Rejecting, Or Self-involved Parents By Lindsay C. Gibson Psyd
• Saved: A War Reporter's Mission To Make It Home By Benjamin Hall