

Karoline Afamasaga-Fuata'i
Editor

Concept Mapping in Mathematics

Research into Practice

 Springer

Concept Mapping In Mathematics Research Into Practice

Karoline Afamasaga-Fuata'i



Concept Mapping In Mathematics Research Into Practice:

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.

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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 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

Design and Measurement Strategies for Meaningful Learning Gómez Ramos, José Luis, Gómez-Barreto, Isabel María, 2022-04-01 Teaching content and measuring content are frequently considered separate entities when designing teaching instruction This can create a disconnect between how students are taught and how well they succeed when it comes time for assessment To heal this rift the theory of meaningful learning is a potential solution for designing effective teaching learning and assessment materials Design and Measurement Strategies for Meaningful Learning considers the best practices challenges and opportunities of instructional design as well as the theory and impact of meaningful learning It provides educators with an essential text instructing them on how to successfully design and measure the content they teach Covering a wide range of topics such as blended learning online interaction and learning assessment this reference work is ideal for teachers instructional designers curriculum developers policymakers administrators academicians researchers practitioners and students

Presenting Children to Maths: Stronger Character for Better Learning David Shattock, 2023-09-22 Mathematics is not a universally popular subject neither within nor outside of school There are those who love it but many do not and it is not uncommon for people to take a perverse pride in being bad at it This book argues that while much needed improvements to mathematics teaching are necessary to address such issues they are insufficient without also imbuing children with the character required to learn it effectively Teachers of mathematics are responsible not only for applying skilful pedagogy but also for developing a productive learning culture within the mathematics classroom We need to consider the emotional and social impact on children of teachers own attitudes and beliefs about mathematics and how children should be taught it Sometimes provocative and irreverent but always stimulating and lucid Presenting Children to Maths is an original and profound discussion about how students ability and success in mathematics depends largely on how their disposition and will are shaped towards learning it

Computer-Based Diagnostics and Systematic Analysis of Knowledge Pablo Pirnay-Dummer, Dirk Ifenthaler, 2025-04-26 This volume explores the rapidly advancing field of technology supported knowledge assessment Across academia research on learning and

instruction AI based analysis psychology and education there is a pressing need for a comprehensive collection of foundations and methodologies related to knowledge While the market offers books on individual and locally developed methods a holistic overview is currently lacking It aims to fill that gap inspiring projects globally and benefiting knowledge intensive developments in both digital and traditional learning environments Understanding the state and processes of knowledge often poses a bottleneck in the quality of designs and implementations This book addresses this challenge by focusing on mostly automated easy to implement strategies supporting the crucial task of understanding knowledge

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 *Journal for Research in Mathematics Education*, 1997

The British National Bibliography Arthur James Wells, 2009 *Current Index to Journals in Education*, 1992

Research in Mathematics Education in Australasia, 1988-1991 Mathematics Education Research Group of Australasia, 1992 The Mathematics Education Research Group of Australia MERGA was officially constituted in 1980 In 1984 MERGA produced the first review of the mathematics education research carried out in that region This book is the third in that series of research reviews An overview provides the context in which the Australian research was conducted and relates that to an international context for mathematics education research A total of 12 chapters have been divided into 3 parts with 4 chapters per part Part 1 considers the social context within which mathematics educators carry out their research Part 2 considers the role of cognition language learning strategies and technology in learning mathematics Part 3 focuses on particular areas of mathematics learning The chapters are as follows 1 Politics of Mathematics Education in Australia J Thomas 2 The Social and Cultural Context of Mathematics Education B Atweh T Cooper and C Kanis 3 Gender A Critical Variable in Mathematics Education G Leder and H Forgasz and 4 Research in Practice Teachers as Researchers J Mousley 5 Cognitive Studies in Mathematics Education L English Halford 6 Research in Learning Strategies in Mathematics K Y Wong and T Herrington 7 Calculators and Computers in Teaching and Learning of Mathematics B Doig M Carss and P Galbraith and 8 Language Factors in Mathematics Education N Ellerton and P Clarkson 9 Research on Early Childhood Mathematics Development R Perry J Mulligan and R Wright 10 Research in Mathematical Problem Solving I Putt and I Isaacs 11 Research

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Quinlan A list of contributors is provided MDH Exceptional Child Education Resources ,2002 **Using Concept Maps
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