

The Learning and Teaching of Geometry in Secondary Schools

A Modeling Perspective

Patricio Herbst, Taro Fujita,
Stefan Halverscheid,
and Michael Weiss

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Pedagogy and Content for Teaching is an exciting new series of texts for teacher education which aims to advance the learning and teaching of mathematics by integrating mathematics content with the broader research and theoretical base of mathematics education The Learning and Teaching of Geometry in Secondary Schools reviews past and present research on the teaching and learning of geometry in secondary schools and proposes an approach for design research on secondary geometry instruction Areas covered include teaching and learning secondary geometry through history the representations of geometric figures students cognition in geometry teacher knowledge practice and beliefs teaching strategies instructional improvement and classroom interventions research designs and problems for secondary geometry Drawing on a team of international authors this new text will be essential reading for experienced teachers of mathematics graduate students curriculum developers researchers and all those interested in exploring students study of geometry in secondary schools

Learning and Teaching for Mathematical Literacy Hugh Burkhardt,Daniel Pead,Kaye Stacey,2024-02-19 Typically most people don t realize when and how they can use the mathematics they were taught in high school yet many of the mathematical ideas and skills can be a powerful tool for understanding how the world works Learning and Teaching for Mathematical Literacy addresses this situation offering practical strategies for developing a broader vision of mathematical literacy in the classroom and recognising the importance of maintaining these skills into adult life Linked to the material explored throughout this book classroom activities and lesson materials are freely available for use via the QR codes included in each chapter Filled with case studies and classroom activities chapters tackle several topics Describing a framework for a broader vision of mathematical literacy what is it and why is it important Teaching mathematical literacy in the classroom

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Mathematical Modelling from a Cognitive Perspective Stanislaw Schukajlow, Gabriele Kaiser, Gloria Stillman, 2025-05-16 This edited volume provides readers with a snapshot of some of the current thinking on mathematical modelling education It focuses on the relationship between cognitive and metacognitive activities and student approaches to attempting to solve real world modelling problems This book presents a focused review of some current thinking and research on mathematical modelling education focusing on the relationship between cognitive and metacognitive activities and secondary student approaches to attempting to solve real world modelling problems The results of the review highlight areas where theoretical constructs are well advanced and point to areas where development and empirical confirmation are required Four empirical studies showcase both qualitative and quantitative studies providing recent findings resulting from a cognitive analysis of student modelling activity in classroom settings or under test conditions Solving of data rich modelling tasks using strategic knowledge about drawing during modelling activities connecting metacognitive individual strategies metacognitive group strategies and modelling competencies and the activation and nurturing of students mathematical thinking during the solution of a design problem are considered The book will be of interest to researchers teachers and teacher educators and curriculum and educational policy writers It was originally

published as a special issue of Mathematical Thinking and Learning

Lessons Learned From Research on

Mathematics Curriculum Denisse R. Thompson, Mary Ann Huntley, Christine Suurtamm, 2024-09-16 This volume focuses on lessons learned from conducting research on mathematics curriculum covering design development analysis implementation and classroom enactment. It offers frameworks tools techniques and solutions to challenges with insights from international authors to strengthen the mathematics research community

Arts and Cultural Education in a Challenging and

Changing World Tanja Klepaki, Edwin van Meerkirk, Tone Pernille Østern, 2025-04-26 This book is motivated by questions of how arts and cultural education like all other fields are affected by and together with other fields can contribute to glocal developments challenges and shifts. However difficult the times arts and culture in educational contexts have the ambition to make a positive contribution and foster creativity empathy and inclusion to encourage critical change innovation and peace. But if arts and cultural education remains traditional unchallenged and exclusive those ambitions for critical change towards more inclusive practices that dare to act and make a change in the world run the risk of remaining utopian rhetoric. It is time for a critical self examination and willingness to change powers and privileges also within arts and cultural education. Against this background this book presents brave research on arts and cultural education that offers insight into the conditions contexts effects of and critical changes needed within arts and cultural education. It addresses our time's great changes challenges and possibilities for innovation

Special Educational Needs and Disabilities in Schools Janice

Wearmouth, 2017-04-20 Special Educational Needs and Disabilities in Schools is a key resource in supporting student teachers during and beyond their teaching training to begin to understand how and be able to address the needs of children and young people within schools and college in line with the Code of Practice DfE 2014. Drawing on her wealth of experience and up to date theory Janice Wearmouth explores current legislation related to special educational needs and disability SEND within a historical and geographical context so that readers can understand how and why the current SEND policy and practice has developed as it has. She considers assessment and planning in relation to both informal and standardised approaches and offers ways to engage with young people's peers and families views and experiences. Wearmouth focuses on ways to understand assess and address the most common forms of SEND literacy and numeracy difficulties and behavioural concerns related to social emotional and mental health. She discusses how ICT might be used to include young people with various degrees of difficulty in learning and explores professional relationships and partnership work with parents and families. Throughout this engaging guide readers are supported with clear questions of focus for each chapter and within each chapter exemplars and vignettes and reflective and discussion activities for individuals and groups can be found to enable them to consider their own practice to ensure that all young people can learn effectively in their classrooms. The supportive companion website provides a wealth of further reading resources

Curricular Resources and Classroom

Use Gabriel J. Stylianides, 2016-05-05 Curricular resources include the different kinds of materials digital or physical that

teachers use in or for their teaching textbooks lesson plans etc and have a significant influence on students opportunities to learn At the same time teachers play a crucial role as interpreters of such materials so there is a complex relationship between curricular resources and their classroom use This book aims to bridge these rather disconnected but highly related programs of research by describing comparing and exemplifying new research approaches for studying in connected ways both curricular resources and their classroom use thereby supporting also investigation of the complex interplay between the two In addition to implications for research the book has implications for curriculum development and teacher education Specifically the book deepens understanding of how curriculum developers can better exploit the potential of curricular resources to support classroom work and how teacher educators can better support teachers to use curricular resources in the classroom

The Impact of Authentic Teaching on Students' Learning in Geometry Judith L. Koch, Gratz College.

RTC Division, 2010 **Teaching And Learning Geometry, 2/e** Doug French, 2007-01-01 Current Index to Journals in Education, 1999-07 **Linguistics and Language Behavior Abstracts**, 2008 **Choice**, 1965

Perspectives on the Teaching of Geometry for the 21st Century C. Mammana, V. Villani, 2012-12-06 In recent years geometry seems to have lost large parts of its former central position in mathematics teaching in most countries However new trends have begun to counteract this tendency There is an increasing awareness that geometry plays a key role in mathematics and learning mathematics Although geometry has been eclipsed in the mathematics curriculum research in geometry has blossomed as new ideas have arisen from inside mathematics and other disciplines including computer science Due to reassessment of the role of geometry mathematics educators and mathematicians face new challenges In the present ICMI study the whole spectrum of teaching and learning of geometry is analysed Experts from all over the world took part in this study which was conducted on the basis of recent international research case studies and reports on actual school practice This book will be of particular interest to mathematics educators and mathematicians who are involved in the teaching of geometry at all educational levels as well as to researchers in mathematics education

The Software Encyclopedia, 1986

Publications and Titles of Theses University of Leeds, 1967 *The New School Shop, Tech Directions*, 1989

Publications and Abstracts of Theses University of Leeds, 1964 Developing Thinking in Geometry Sue Johnston-Wilder, John Mason, 2005-09-14 This text and interactive CD ROM help teachers extend their instructional practices through innovative approaches for teaching geometry as developed by the Open University's Centre for Mathematics Education

Adopting the Track of Expression: An Emotional Symphony within **Teaching Learning Geometry Impact Interweaving**

In some sort of taken by displays and the ceaseless chatter of immediate communication, the melodic elegance and psychological symphony created by the written word frequently fade into the backdrop, eclipsed by the constant noise and distractions that permeate our lives. However, located within the pages of **Teaching Learning Geometry Impact Interweaving** a charming literary value overflowing with raw feelings, lies an immersive symphony waiting to be embraced. Constructed by an elegant musician of language, this charming masterpiece conducts readers on an emotional trip, skillfully unraveling the hidden tunes and profound affect resonating within each cautiously crafted phrase. Within the depths with this poignant assessment, we shall discover the book's main harmonies, analyze its enthralling writing style, and submit ourselves to the profound resonance that echoes in the depths of readers' souls.

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