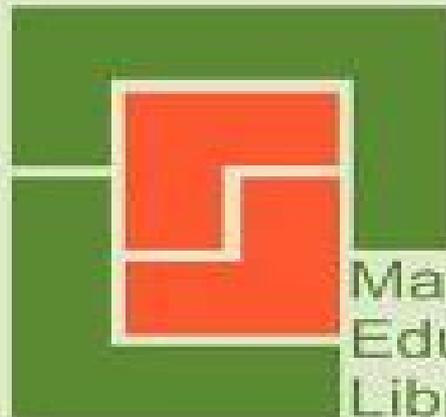


Why Teach Mathematics?

A Focus on General Education

by
Hans Werner Heymann



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Why Teach Mathematics

Caleb Gattegno



Why Teach Mathematics:

Why Teach Mathematics? H.W. Heymann, 2013-06-29 Seven years after its publication in Germany this book is now available to English readers In the German speaking countries the publication led to intense controversies on the significance the goals and the future development of mathematics instruction in schools Currently there is much debate in many countries on how to evaluate the findings of such international comparative studies as TIMSS and PISA debate on which consequences should be taken for designing national curricula and on which reforms of mathematics instruction in schools should be initiated I hope that this book might provide substantial suggestions beneficial to resolving these and similar issues for its major concern is twofold first to determine the essential characteristics of general education in schools and secondly on the basis of this to specify the status of mathematics instruction within the framework of general education in schools Due to the fundamental nature of my argument I did not consider it necessary to update the book superficially for the English edition Thus I am presenting the book to the English speaking public in its original form the single exception being that I have omitted the original second chapter since that chapter Bildung und Allgemeinbildung seems to be relevant only to those readers especially interested in German educational debates Most of those readers in turn will belong to the German speaking public The omission of this chapter necessitated a few insignificant alterations in the otherwise unchanged introduction and at the beginning of the present second originally third chapter

Why Teach Mathematics? H. W. Heymann, 2014-09-01

Why Teach Mathematics? George Milan Alexander Stanic, 1983

How to Teach Mathematics, Second Edition Steven George Krantz, 1999 This expanded edition of the original bestseller *How to Teach Mathematics* offers hands on guidance for teaching mathematics in the modern classroom setting Twelve appendices have been added that are written by experts who have a wide range of opinions and viewpoints on the major teaching issues Eschewing generalities the award winning author and teacher Steven Krantz addresses issues such as preparation presentation discipline and grading He also emphasizes specifics from how to deal with students who beg for extra points on an exam to mastering blackboard technique to how to use applications effectively No other contemporary book addresses the principles of good teaching in such a comprehensive and cogent manner The broad appeal of this text makes it accessible to areas other than mathematics The principles presented can apply to a variety of disciplines from music to English to business Lively and humorous yet serious and sensible this volume offers readers incisive information and practical applications

Insights into Teaching Mathematics Anthony Orton, Leonard Frobisher, 2004-10-01 Providing essential guidance and background information about teaching mathematics this book is intended particularly for teachers who do not regard themselves as specialists in mathematics It deals with issues of learning and teaching including the delivery of content and the place of problems and investigations Difficulties which pupils encounter in connection with language and symbols form important sections of the overall discussion of how to enhance learning The curriculum is considered in brief under the headings of

number algebra shape and space and data handling and special attention is paid to the topic approach and mathematics across the curriculum The assessment of mathematical attainment is also dealt with thoroughly Teachers will find this book an invaluable companion in their day to day teaching *So You Have to Teach Math?* Marilyn Burns, Robyn Silbey, 2000 Marilyn Burns and Robyn Silbey offer sensible and practical advice guaranteed to give all teachers support and direction for improving their mathematics teaching The lively Q and A format addresses the concerns that most kindergarten through grade 6 teachers grapple with about teaching mathematics Teaching Mathematics Michelle Selinger, 1994 In this reader maths teachers in the early years of their careers will find a concise yet comprehensive guide to developments in mathematics teaching in secondary schools and the controversies which currently surround it After a brief summary of the historical context a series of short articles provides a range of perspectives on various issues of current debate which will help new teachers in the development of their own teaching styles These include the impact of computers and calculators in maths teaching the various arguments about the use of published schemes and for more investigational approaches to the curriculum and the way in which social and cultural factors can be approached through the teaching of various topics in mathematics The final section looks at how teachers might continue their professional development through action research in their own classrooms Teaching Mathematics Brent Davis, 1996 Departing radically from conventional pedagogical methods Davis curriculum studies U of British Columbia uses such diverse fields as continental and pragmatists philosophy enactivist thought critical discourses cognitive theory evolution and ecology to challenge the assumptions that permeate much of mathematics teaching Annotation copyright by Book News Inc Portland OR *Winning the Math Wars* Martin L. Abbott, Brian Ferriso, Karen Smith, 2011-07-01 Washington State is about to enter a new phase of the math wars Since the late 1980s the debate over how best to teach mathematics to schoolchildren has raged worldwide among educators politicians and parents The stakes are high To operate effectively in a global twenty first century economy and polity the United States must provide an education in mathematics that is both excellent and equitable In this volume four scholars at the Washington School Research Center WSRC at Seattle Pacific University present original research drawn from statistical studies of state educational data and from thousands of classroom observations carried out by The BERC Group They assess the current state of math education and review its history and development The authors also provide a dispassionate review of the extensive international national and state literature The in depth observational research in *Winning the Math Wars* confirms that the real issue is neither the approach to teaching traditional or reform nor the type of curriculum If America's goal of educational equity and excellence is to be achieved then math teachers everywhere must be fully supported in developing the specific skills that are ideal for educating all students The authors discussion focus on four principles for improving math teaching and learning fidelity to reform efforts by all involved an emphasis on instruction and instructional tools the critical nature of mathematical knowledge and the need for transformational change *Winning the Math Wars* is an important book for policy

makers school leaders practitioners of mathematics education parents and anyone who wants to make sense of the math wars

Issues in Mathematics Teaching Peter Gates, 2001 This book presents the key debates that the mathematics teacher will need to understand reflect on and engage in as part of their professional development Issues in Mathematics Teaching is suitable for those at initial training level right through to practising mathematics teachers Its accessible structure enables the reader to pursue the issues raised as each chapter includes suggestions for further reading and questions for reflection or debate

Yes, but why? Teaching for understanding in mathematics Ed Southall, 2017-02-25 Getting the right answers in maths is only half the problem Understanding why what you're doing works is the part that often stumps students and teachers alike Does maths feel like a collection of random rules and steps that somehow lead you to an answer Don't worry you're not alone Ask yourself why do we have odd and even numbers Why do two negative numbers multiply to make a positive Why do fraction operations work What is cosine and where does it come from Yes but why answers all of your questions and sheds light on the hidden connections between everything in mathematics at school Maths makes sense It always has but until now maybe no one ever showed you A must read for those training to teach primary or secondary mathematics via university based PGCE BEd BA w QTS or school based School Direct SCITT Teach First routes and current teachers wishing to deepen their mathematical understanding FIND OUT MORE ABOUT THE AUTHOR BEHIND THE BOOK WITH OUR SPECIAL FEATURE

60 Seconds with Ed Southall

Awesome Math Titu Andreescu, Kathy Cordeiro, Alina Andreescu, 2019-11-13 Help your students to think critically and creatively through team based problem solving instead of focusing on testing and outcomes Professionals throughout the education system are recognizing that standardized testing is holding students back Schools tend to view children as outcomes rather than as individuals who require guidance on thinking critically and creatively Awesome Math focuses on team based problem solving to teach discrete mathematics a subject essential for success in the STEM careers of the future Built on the increasingly popular growth mindset this timely book emphasizes a problem solving approach for developing the skills necessary to think critically creatively and collaboratively In its current form math education is a series of exercises straightforward problems with easily obtained answers Problem solving however involves multiple creative approaches to solving meaningful and interesting problems The authors co founders of the multi layered educational organization AwesomeMath have developed an innovative approach to teaching mathematics that will enable educators to Move their students beyond the calculus trap to study the areas of mathematics most of them will need in the modern world Show students how problem solving will help them achieve their educational and career goals and form lifelong communities of support and collaboration Encourage and reinforce curiosity critical thinking and creativity in their students Get students into the growth mindset coach math teams and make math fun again Create lesson plans built on problem based learning and identify and develop educational resources in their schools Awesome Math Teaching Mathematics with Problem Based Learning is a must have resource for general education

teachers and math specialists in grades 6 to 12 and resource specialists special education teachers elementary educators and other primary education professionals

The Language of Mathematics Patrick M. Jenlink, 2020-02-04 The Language of Mathematics How the Teacher's Knowledge of Mathematics Affects Instruction introduces the reader to a collection of thoughtful works by authors that represent current thinking about mathematics teacher preparation The book provides the reader with current and relevant knowledge concerning preparation of mathematics teachers The complexity of teaching mathematics is undeniable and all too often ignored in the preparation of teachers with substantive mathematical content knowledge and mathematical teaching knowledge That said this book has a focus on the substantive knowledge and the relevant pedagogy required for preparing teachers to enter classrooms to teach mathematics in K-12 school settings Each chapter focuses on the preparation of teachers who will enter classrooms to instruct the next generation of students in mathematics Chapter One opens the book with a focus on the language and knowledge of mathematics teaching The authors of Chapters Two-Nine present field-based research that examines the complexities of content and pedagogical knowledge as well as knowledge for teaching Each chapter offers the reader an examination of mathematics teacher preparation and practice based on formal research that provides the reader with insight into how the research study was conducted as well as providing the findings and conclusions drawn with respect to mathematics teacher preparation and practice Finally Chapter 10 presents an epilogue that focuses on the future of mathematics teacher preparation

The Common Sense of Teaching Mathematics Caleb Gattegno, 2010-07-20 Since knowing produces knowledge and not the other way around this book shows how everyone can be a producer rather than a consumer of mathematical knowledge Mathematics can be owned as a means of mathematizing the universe just as the power of verbalizing molds itself to all the manifold demands of experience C Gattegno

Teaching Mathematics 3-5 Sue Gifford, 2005-08-16 With freshness humour and originality Sue Gifford demonstrates the interactive strategies that are required to teach mathematics to young children The text is both refreshingly free from conventional wisdom and solidly grounded in recent research on learning and teaching early mathematics At the same time it is unfailing in its accuracy in uncovering children's own humour and instinct for subverting teacherly overtures Given the demonstrated lack of spontaneous mathematics in early childhood setting this assembled collage of children's own observations activities and comments is in itself a work of art Professor Carol Aubrey Institute of Education University of Warwick UK What are the most important aspects of mathematics for young children to learn How do children learn mathematics How can adults best teach mathematics to children so young The book informs practitioners students and parents about how three to five year olds learn mathematics and shows them how best to develop enjoyable mathematical learning in early years settings The book includes a summary of relevant research and considers issues relating to current practice This book Establishes principles for teaching mathematics to young children Takes into account the way children learn including social emotional physical and cognitive aspects Helps practitioners find the middle ground between

not initiating enough mathematical activity and being too directive Suggests principles and frameworks for planning and assessment The book places particular emphasis on adult initiated number focused activities and playful challenging and sensitive teaching strategies to engage younger children The strategies are based on research and work with practitioners and are illustrated by children s own responses such as making number jokes It covers key areas of mathematics including number shape and space measures and problem solving with appropriate expectations and common difficulties as well as suggested activities Essential reading for those teaching or preparing to teach mathematics to young children as well as parents interested in the mathematical education of their children **Hearing Silence** Laurinda Brown, Alf Coles, 2008-07

Two teachers offer a historical narrative of their joint research into what is involved in becoming a math teacher

Collaborators for more than 10 years they also share strategies for teaching mathematics **Teaching Mathematics as Storytelling** Rina Zazkis, Peter Liljedahl, 2019-02-11 This book presents storytelling in mathematics as a medium for creating a classroom in which mathematics is appreciated understood and enjoyed The authors demonstrate how students mathematical activity can be engaged via storytelling Readers are introduced to many mathematical stories of different kinds such as stories that provide a frame or a background to mathematical problems stories that deeply intertwine with the content and stories that explain concepts or ideas Moreover the authors present a framework for creating new stories ideas for using and enriching existing stories as well as several techniques for storytelling that make telling more interactive and more appealing to the learner This book is of interest for those who teach mathematics or teach teachers to teach mathematics It may be of interest to those who like stories or like mathematics or those who dislike either mathematics or stories but are ready to reconsider their position **Proficiency and Beliefs in Learning and Teaching Mathematics**

Yeping Li, Judit N. Moschkovich, 2013-09-04 Efforts to improve mathematics education have led educators and researchers to not only study the nature of proficiency beliefs and practices in mathematics learning and teaching but also identify and assess possible influences on students and teachers proficiencies beliefs and practices in learning and teaching mathematics The complexity of these topics has fascinated researchers from various backgrounds including psychologists cognitive or learning scientists mathematicians and mathematics educators Among those researchers two scholars with a similar background Alan Schoenfeld in the United States and G nter T rner in Germany are internationally recognized for their contributions to these topics To celebrate their 65th birthdays in 2012 this book brought together many scholars to reflect on how their own work has built upon and continued Alan and G nter s work in mathematics education The book contains 17 chapters by 33 scholars from six different education systems This collection describes recent research and provides new insights into these topics of interest to mathematics educators researchers and graduate students who wish to learn about the trajectory and direction of research on these issues Teaching Math With Examples Michael Pershan, 2021-02-23 Some teachers think that there s little to say about teaching with examples after all everyone uses them But here are just some of

the questions you might have about teaching with worked examples How do we introduce an example What do we ask students to do when studying a solution Should a solution be presented all at once or revealed step by step After we study an example what comes next Does it matter if the solution is presented as if from a fictional student a real student in class or from the teacher How do we help students move from understanding someone else s ideas towards using it on their own to solve problems How do we write a solution in a clear way that students can learn from When is a good time to offer a worked example When is it better to let students try a problem Are worked examples more useful for some mathematical content than others This book will answer all of these questions In some cases research offers answers Other questions represent gaps in the research literature and the book offers solutions arrived at through experience and trial and error and the author s own process of classroom problem solving Welcome to the world of teaching with examples

Why Teach Mathematics?
Thomas C. O'Brien,1971

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