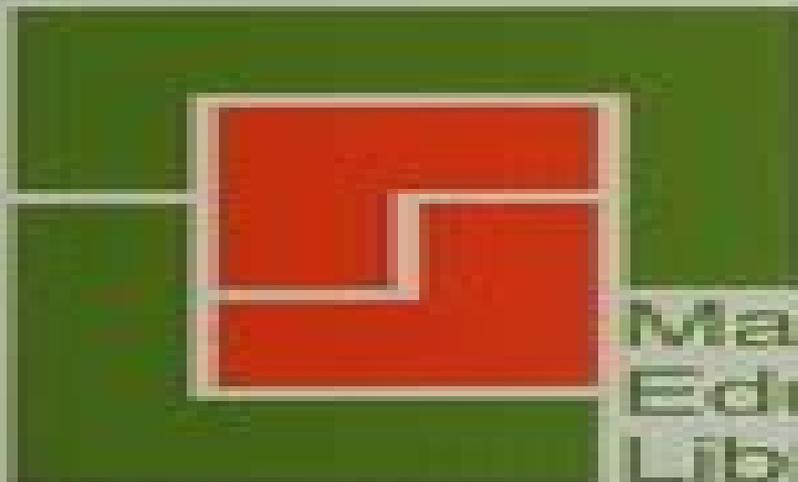


Approaches to Algebra

Perspectives for
Research and Teaching

Edited by

Nadine Bednarz, Carolyn Kieran
and Lesley Lee



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Approaches To Algebra Perspectives For Research And Teaching

Lyn D. English, David Kirshner



Approaches To Algebra Perspectives For Research And Teaching:

Approaches to Algebra N. Bednarz, C. Kieran, L. Lee, 2012-12-06 In Greek geometry there is an arithmetic of magnitudes in which in terms of numbers only integers are involved This theory of measure is limited to exact measure Operations on magnitudes cannot be actually numerically calculated except if those magnitudes are exactly measured by a certain unit The theory of proportions does not have access to such operations It cannot be seen as an arithmetic of ratios Even if Euclidean geometry is done in a highly theoretical context its axioms are essentially semantic This is contrary to Mahoney's second characteristic This cannot be said of the theory of proportions which is less semantic Only synthetic proofs are considered rigorous in Greek geometry Arithmetic reasoning is also synthetic going from the known to the unknown Finally analysis is an approach to geometrical problems that has some algebraic characteristics and involves a method for solving problems that is different from the arithmetical approach

3 GEOMETRIC PROOFS OF ALGEBRAIC RULES

Until the second half of the 19th century Euclid's *Elements* was considered a model of a mathematical theory This may be one reason why geometry was used by algebraists as a tool to demonstrate the accuracy of rules otherwise given as numerical algorithms It may also be that geometry was one way to represent general reasoning without involving specific magnitudes To go a bit deeper into this here are three geometric proofs of algebraic rules the first by Al Khwarizmi the other two by Cardano

Second Handbook of Research on Mathematics Teaching and Learning Frank K. Lester, 2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflect the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community

Key Ideas in Teaching Mathematics

Anne Watson, Keith Jones, Dave Pratt, 2013-02-21 Big ideas in the mathematics curriculum for older school students especially those that are hard to learn and hard to teach are covered in this book It will be a first port of call for research about teaching big ideas for students from 9-19 and also has implications for a wider range of students These are the ideas that really matter that students get stuck on and that can be obstacles to future learning It shows how students learn why they sometimes get things wrong and the strengths and pitfalls of various teaching approaches Contemporary high

profile topics like modelling are included The authors are experienced teachers researchers and mathematics educators and many teachers and researchers have been involved in the thinking behind this book funded by the Nuffield Foundation An associated website hosted by the Nuffield Foundation summarises the key messages in the book and connects them to examples of classroom tasks that address important learning issues about particular mathematical ideas [Teaching and Learning Algebraic Thinking with 5- to 12-Year-Olds](#) Carolyn Kieran,2017-12-04 This book highlights new developments in the teaching and learning of algebraic thinking with 5 to 12 year olds Based on empirical findings gathered in several countries on five continents it provides a wealth of best practices for teaching early algebra Building on the work of the ICME 13 International Congress on Mathematical Education Topic Study Group 10 on Early Algebra well known authors such as Luis Radford John Mason Maria Blanton Deborah Schifter and Max Stephens as well as younger scholars from Asia Europe South Africa the Americas Australia and New Zealand present novel theoretical perspectives and their latest findings The book is divided into three parts that focus on i epistemological mathematical aspects of algebraic thinking ii learning and iii teaching and teacher development Some of the main threads running through the book are the various ways in which structures can express themselves in children s developing algebraic thinking the roles of generalization and natural language and the emergence of symbolism Presenting vital new data from international contexts the book provides additional support for the position that essential ways of thinking algebraically need to be intentionally fostered in instruction from the earliest grades

Handbook of Research on the Psychology of Mathematics Education Angel Gutiérrez,Paolo Boero,2006 Compilation of the research produced by the International Group for the Psychology of Mathematics Education PME since its creation in 1976 The first three sections summarize cognitively oriented research on learning and teaching specific content areas transversal areas and based on technology rich environments The fourth section is devoted to the research on social affective cultural and cognitive aspects of mathematics education The fifth section includes two chapters summarizing the PME research on teacher training and professional life of mathematics teachers

Handbook of International Research in Mathematics Education Lyn D. English,David Kirshner,2010-04-02 The second edition continues the mission of bringing together important new mathematics education research that makes a difference in both theory and practice It updates and extends the Handbook s original key themes and issues for international research in mathematics education for the 21st century namely priorities in international mathematics education research lifelong democratic access to powerful mathematical ideas advances in research methodologies influences of advanced technologies Each of these themes is examined in terms of learners teachers and learning contexts with theory development being an important component of all these aspects This edition also examines other catalysts that have gained increased import in recent years including a stronger focus on the teacher and teacher practice a renewed interest in theory development an increased focus on the mathematics needed in work place settings and a proliferation of research designs and methodologies

that have provided unprecedented opportunities for investigating and ultimately improving mathematical teaching and learning This edition includes ten totally new chapters all other chapters are thoroughly revised and updated

Teaching and Learning Patterns in School Mathematics Ferdinand Rivera,2014-07-08 This book synthesizes research findings on patterns in the last twenty years or so in order to argue for a theory of graded representations in pattern generalization While research results drawn from investigations conducted with different age level groups have sufficiently demonstrated varying shifts in structural awareness and competence which influence the eventual shape of an intended generalization such shifts however are not necessarily permanent due to other pertinent factors such as the complexity of patterning tasks The book proposes an alternative view of pattern generalization that is one that is not about shifts or transition phases but graded depending on individual experiences with target patterns The theory of graded representations involving pattern generalization offers a much more robust understanding of differences in patterning competence since it is sensitive to varying levels of entry into generalization Empirical evidence will be provided to demonstrate this alternative view which is drawn from the author s longitudinal work with elementary and middle school children including several investigations conducted with preservice elementary majors Two chapters of the book will be devoted to extending pattern generalization activity to arithmetic and algebraic learning of concepts and processes The concluding chapter addresses the pedagogical significance of pattern learning in the school mathematics curriculum

Volume 1: Research Syntheses M. Kathleen Heid,Glendon W. Blume,2008-07-01 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 first volume provides insight into what research suggests about the nature of mathematics learning in technological environments Included in this volume are syntheses of research on technology in the learning of rational number algebra elementary and secondary geometry mathematical modeling and calculus Additional chapters synthesize research on technology in the practice of teaching and on equity issues in the use of technology in mathematics instruction Instead of simply reporting achievement scores of students who use technology in their learning authors provide thoughtful analyses of bodies of research with the goal of understanding the ways in which technology affects what and how students learn Each of the chapters in this volume is written by a team of experts whose own research has provided important guidance to the field

Mathematics Education in Singapore Tin Lam Toh,Berinderjeet Kaur,Eng Guan Tay,2019-02-07 This book provides a one stop resource for mathematics educators policy makers and all who are interested in learning more about the why what and how of mathematics education in Singapore The content is organized according to three significant and closely

interrelated components the Singapore mathematics curriculum mathematics teacher education and professional development and learners in Singapore mathematics classrooms Written by leading researchers with an intimate understanding of Singapore mathematics education this up to date book reports the latest trends in Singapore mathematics classrooms including mathematical modelling and problem solving in the real world context

Change and Invariance

Ilya Sinitsky, 2016-11-25 What is the connection between finding the amount of acid needed to reach the desired concentration of a chemical solution checking divisibility by a two digit prime number and maintaining the perimeter of a polygon while reducing its area The simple answer is the title of this book The world is an interplay of variation and constancy a medley of differences and similarities and this change and invariance is largely a language of science and mathematics This book proposes a unique approach for developing mathematical insight through the perspective of change and invariance as it applies to the properties of numbers and shapes After a short introductory chapter each of the following chapters presents a series of evolving activities for students that focus on a specific aspect of interplay between change and invariance Each activity is accompanied by detailed mathematical explanations and a didactic discussion The assignments start with tasks familiar from the school curriculum but progress beyond the menial to lead to sophisticated generalizations Further activities are suggested to augment the chapter s theme Some examples How to represent all the integers from zero to 1000 using ten fingers How to win at the game of Nim Why do different square lattice polygons with the same area often have the same perimeter This book can be used as a textbook for pre service mathematics teachers and is primarily intended for their academic instructors Essentially students teachers and anyone interested in elementary mathematics will enjoy the elegant solutions provided for the plethora of problems in elementary mathematics through the systematic approach of invariance and change

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