

On the Teaching of Linear Algebra

Edited by
Jean-Luc Dorier



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On the Teaching of Linear Algebra J.-L. Dorier, 2005-12-27 This book presents the state of the art research on the teaching and learning of linear algebra in the first year of university in an international perspective It provides university teachers in charge of linear algebra courses with a wide range of information from works including theoretical and experimental issues

Challenges and Strategies in Teaching Linear Algebra Sepideh Stewart, Christine Andrews-Larson, Avi Berman, Michelle Zandieh, 2018-02-01 This book originated from a Discussion Group Teaching Linear Algebra that was held at the 13th International Conference on Mathematics Education ICME 13 The aim was to consider and highlight current efforts regarding research and instruction on teaching and learning linear algebra from around the world and to spark new collaborations As the outcome of the two day discussion at ICME 13 this book focuses on the pedagogy of linear algebra with a particular emphasis on tasks that are productive for learning The main themes addressed include theoretical perspectives on the teaching and learning of linear algebra empirical analyses related to learning particular content in linear algebra the use of technology and dynamic geometry software and pedagogical discussions of challenging linear algebra tasks Drawing on the expertise of mathematics education researchers and research mathematicians with experience in teaching linear algebra this book gathers work from nine countries Austria Germany Israel Ireland Mexico Slovenia Turkey the USA and Zimbabwe

Using the Mathematics Literature Kristine K. Fowler, 2004-05-25 This reference serves as a reader friendly guide to every basic tool and skill required in the mathematical library and helps mathematicians find resources in any format in the mathematics literature It lists a wide range of standard texts journals review articles newsgroups and Internet and database tools for every major subfield in mathematics

Humans-with-Media and the Reorganization of Mathematical Thinking Marcelo C. Borba, Monica E. Villarreal, 2005-07-25 As we enter into the 21st Century the presence of technology particularly techno science in everyday life is overwhelming Institutions in the modern world are affected by this presence Like Janus the ancient Roman god whose double faced head signified his knowledge of the present and the future education has always been a two faced enterprise The past establishes goals and methods of Education and the other face tries to capture the future and suggests and proposes new directions of thought and new styles of behavior for the generation which in a few years will take over both routines and societal innovation History tells us that this face of Education has always been sensitive to emerging technologies Technologies of communication and information have been particularly influential in new directions of society in particular of education The transition from orality to writing marked a new role for the teacher From the sole repository of accumulated knowledge the teacher became a guide and interpreter of registered knowledge The emergence of hardware in the form of documents and books initiated a companionship between teacher and hardware It is also remarkable how the emergence of writing strengthened individual memory contrary to the concerns of Thamus when Theuth explained to him the discovery of writing The conservative king was afraid that the new

invention would implant forgetfulness in the souls of men In Search of a Pedagogy of Conflict and Dialogue for Mathematics Education Renuka Vithal, 2012-12-06 In Search of a Pedagogy for Conflict and Dialogue for Mathematics Education is of interest to mathematics educators researchers in mathematics education gender social justice equity and democracy in education and practitioners teachers interested in the use of project work in mathematics teaching and learning This book brings together diverse recent developments exploring social cultural political dimensions in mathematics education It builds theoretical ideas from a careful substantial description of practice in the attempt to improve both theory and practice in mathematics education In doing so it interrogates and develops theoretical research tools for mathematics education and simultaneously provides ideas for practice in mathematics classrooms Encountering Algebra Cecilia Kilhamn, Roger Säljö, 2019-07-03 The book reports a comparative research project about algebra teaching and learning in four countries Algebra is a central topic of learning across the world and it is well known that it represents a hurdle for many students The book presents analyses built on extensive video recordings of classrooms documenting the first introduction to symbolic algebra students aged 12 to 14 While the content addressed in all classrooms is variables expressions and equations the teaching approaches are diverse The chapters bring the reader into different algebra classrooms discussing issues such as mathematization and social norms the role of mediating tools and designed examples and teacher beliefs By comparing classrooms new insights are generated about how students understand the algebraic content how teachers instruct and how both parties deal with difficulties in learning elementary algebra The book also describes a research methodology using video in search of taken for granted aspects of algebra lessons Symbolizing, Modeling and Tool Use in Mathematics Education K.P Gravemeijer, R. Lehrer, H.J. van Oers, Lieven Verschaffel, 2013-03-09 The almost universal rejection of the notion of symbols as carriers of meaning has created the need to find an alternative for the use of models as embodiments of mathematical concepts By taking its point of departure as a concern for the way students actually use tools and symbols and for what these signify for them this book explores the option of building on symbolizing modelling and tool use as personally meaningful activities of students This theme is approached from different angles and different perspectives One dimension is that of setting varying from the study of informal spontaneous activity of students to an explicit focus on instructional design and goals and effects of instruction Another dimension is the theoretical framework of the researcher varying from constructivism to activity theory cognitive psychology and instructional design theory This book will appeal to a wide audience varying from researchers instructional designers educators and graduate students Meaning in Mathematics Education Jeremy Kilpatrick, Celia Hoyles, Ole Skovsmose, 2006-03-30 What does it mean to know mathematics How does meaning in mathematics education connect to common sense or to the meaning of mathematics itself How are meanings constructed and communicated and what are the dilemmas related to these processes There are many answers to these questions some of which might appear to be contradictory Thus understanding the complexity of meaning in mathematics

education is a matter of huge importance There are twin directions in which discussions have developed theoretical and practical and this book seeks to move the debate forward along both dimensions while seeking to relate them where appropriate A discussion of meaning can start from a theoretical examination of mathematics and how mathematicians over time have made sense of their work However from a more practical perspective anybody involved in teaching mathematics is faced with the need to orchestrate the myriad of meanings derived from multiple sources that students develop of mathematical knowledge This book presents a wide variety of theoretical reflections and research results about meaning in mathematics and mathematics education based on long term and collective reflection by the group of authors as a whole It is the outcome of the work of the BACOMET Basic COmponents of Mathematics Education for Teachers group who spent several years deliberating on this topic The ten chapters in this book both separately and together provide a substantial contribution to clarifying the complex issue of meaning in mathematics education This book is of interest to researchers in mathematics education graduate students of mathematics education under graduate students in mathematics secondary mathematics teachers and primary teachers with an interest in 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 *Dialogue and Learning in Mathematics Education* Helle Alrø,Ole

Skovsmose,2006-01-02 *Dialogue and Learning in Mathematics Education* is concerned with communication in mathematics class rooms In a series of empirical studies of project work we follow students inquiry cooperation as well as students obstructions to inquiry cooperation Both are considered important for a theory of learning mathematics Special attention is paid to the notions of dialogue and critique A central idea is that dialogue supports critical learning of mathematics The link

between dialogue and critique is developed further by including the notions of intention and reflection Thus a theory of learning mathematics is developed which is resonant with critical mathematics education

New Directions for Situated Cognition in Mathematics Education Anne Watson, Peter Winbourne, 2008-01-03 This book draws together a range of papers by experienced writers in mathematics education who have used the concept of situated cognition in their research within recent years No other books are available which take this view specifically in mathematics education Thus it provides an up to date overview of developments and applications to which other researchers can refer and which will inspire future research

Philosophical Dimensions in Mathematics Education Karen Francois, Jean Paul Van Bendegem, 2007-11-15 This book brings together diverse recent developments exploring philosophy of mathematics in education The unique combination of ethnomathematics philosophy history education statistics and mathematics offers a variety of different perspectives from which existing boundaries in mathematics education can be extended The ten chapters in this book offer a balance between philosophy of and philosophy in mathematics education Attention is paid to the implementation of a philosophy of mathematics within the mathematics curriculum to become a philosophy in mathematics education In doing so many chapters provide ideas for actual practice and some practical examples directly usable in teacher training and in mathematics classrooms

Opening the Research Text Elizabeth de Freitas, Kathleen Nolan, 2007-12-19 In this chapter we interrogate the debate between mathematicians and mathematics educators This debate is widely recognized in the United States for instance where the term math wars is often used in reference to the heated disagreements between mathematicians and mathematics educators Such recognition might suggest that this topic itself has relevance both for the academy and for educational policy pertaining to mathematics education We propose to locate this debate unavoidably whenever and wherever mathematics education is written Our aim is to show how the debate itself gives rise to the inscription mathematics education Indeed we contend that mathematics education cannot be defined outside of or prior to the debate for it is precisely through the debate that it is constituted as a domain for deliberation The debate is more primordial than any epistemic domain implied by it In other words we argue that mathematics and mathematics education do not exist epistemically prior to the debate In order to engage this issue we consider a transcription of a panel debate between mathematicians and mathematics educators held in Brazil in 1998 There is at least a double meaning for the word debate it may mean a meeting having a beginning and an end well localized in space and time and with a specific proposal or focus as in the following sentence I am going to see on TV the debate between Bush and Blair tomorrow at 5 pm

Exploring Probability in School Graham A. Jones, 2006-03-30 Exploring Probability in School provides a new perspective into research on the teaching and learning of probability It creates this perspective by recognizing and analysing the special challenges faced by teachers and learners in contemporary classrooms where probability has recently become a mainstream part of the curriculum from early childhood through high school The authors of the book discuss the nature of

probability look at the meaning of probabilistic literacy and examine student access to powerful ideas in probability during the elementary middle and high school years Moreover they assemble and analyse research based pedagogical knowledge for teachers that can enhance the learning of probability throughout these school years With the book's rich application of probability research to classroom practice it will not only be essential reading for researchers and graduate students involved in probability education it will also capture the interest of educational policy makers curriculum personnel teacher educators and teachers

Researching the Socio-Political Dimensions of Mathematics Education Paola Valero, Robyn Zevenbergen, 2006-04-11 Mathematics education research as a discipline is situated at the confluence of an array of diffuse seemingly incommensurable and radically divergent discourses Research claims that have grown out of mathematics education are wide ranging and antagonistic rather than circumscribed by hidebound disciplinary frames While there has never been a unified totalising discipline of knowledge labelled mathematics education research and while it has always been a contested terrain it is fair to say that the master paradigm out of which this field has been generated has been that of cognitive psychology Mainstream mathematics education knowledges refracting the master discourse of psychology whereby cognition serves as the central privileged and defining concept clearly delimits its possibilities for serving as a social tool of democratic transformation The central point of departure of this new collection is that mathematics education research is insufficiently univocal to support the type of uncompromising interpretation that cognitive psychologists would bring to it The hallmark contribution of this pathbreaking volume edited by Paola Valero and Robyn Zevenbergen is the paradigmatic shift the authors have effected in the field of mathematics education research taking up a position at the faultline of socio cultural analysis and critical pedagogy

Mathematics Education in the Digital Age Alison Clark-Wilson, Ana Donevska-Todorova, Eleonora Faggiano, Jana Trgalová, Hans-Georg Weigand, 2021-05-24 The wide availability of digital educational resources for mathematics teaching and learning is indisputable with some notable genres of technologies having evolved such as graphing calculators dynamic graphing dynamic geometry and data visualization tools But what does this mean for teachers of mathematics and how do their roles evolve within this digital landscape This essential book offers an international perspective to help bridge theory and practice including coverage of networking theories curriculum design task implementation online resources and assessment Mathematics Education in the Digital Age details the impacts this digital age has and will continue to have on the parallel aspects of learning and teaching mathematics within formal education systems and settings Written by a group of international authors the chapters address the following themes Mathematics teacher education and professional development Mathematics curriculum development and task design The assessment of mathematics Theoretical perspectives and methodologies approaches for researching mathematics education in the digital age This book highlights not only the complex nature of the field but also the advancements in theoretical and practical knowledge that is enabling the mathematics education community to continue to learn in this increasingly digital

age It is an essential read for all mathematics teacher educators and master teachers **Beliefs: A Hidden Variable in Mathematics Education?** G.C. Leder, Erkki Pehkonen, Günter Törner, 2005-12-28 This book focuses on aspects of mathematical beliefs from a variety of different perspectives Current knowledge of the field is synthesized and existing boundaries are extended The volume is intended for researchers in the field as well as for mathematics educators teaching the next generation of students *Library of Congress Subject Headings* Library of Congress. Cataloging Policy and Support Office, 2003 **Library of Congress Subject Headings** Library of Congress, Library of Congress. Subject Cataloging Division, Library of Congress. Office for Subject Cataloging Policy, 2013 Handbook of Academic Integrity Sarah Elaine Eaton, 2023-12-04 The book brings together diverse views from around the world and provides a comprehensive overview of academic integrity and how to create the ethical academy At the same time the Handbook does not shy away from some of the vigorous debates in the field such as the causes of academic integrity breaches There has been an explosion of interest in academic integrity in the last 20 30 years New technologies that have made it easier than ever for students to cut and paste coupled with global media scandals of high profile researchers behaving badly have resulted in the perception that plagiarism is on the rise This in combination with the massification and commercialisation of higher education has resulted in a burgeoning interest in the importance of academic integrity how to safeguard it and how to address breaches appropriately What may have seemed like a relatively easy topic to address students copying sources without attribution has in fact turned out to be a complex interdisciplinary field of research requiring contributions from linguists psychologists social scientists anthropologists teaching and learning specialists mathematicians accountants medical doctors lawyers and philosophers to name just a few Because of this broad interest and input this handbook serves as the single authoritative reference work which brings together the vast growing interdisciplinary and at times contradictory body of literature For both established researchers practitioners and those new to the field this Handbook provides a one stop shop as well as a launching pad for new explorations and discussions

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