

EXCITING ICT IN MATHS

Alison Clark-Jewons



Exciting Ict In Maths

Alison Clark-Jeavons



Exciting Ict In Maths:

Exciting ICT in Maths Alison Clark-Jeavons,2005-01 As with all tools for learning it is the way you use ICT resources that gives them their power In *Exciting ICT in Maths* Alison Clark Jeavons masterfully contrasts ways of working showing how to turn routine activities into real learning experiences She also explains how some ICT material can enhance teaching in ways that are hard to contrive without it This book is packed with ideas to take into the classroom It is about the way we think and what we say do imagine and recall when we truly engage in mathematics it addresses the way pupils learn Clearly explained research findings support case studies leaving no doubt as to why one approach is more effective than another The accompanying CD ROM enables the reader to engage with the featured software and overcome any fear that it will be hard to use The seven chapters are all richly illustrated with examples The book starts by considering criteria for evaluating software followed by an explanation of how formative assessment can aid learning including valuable guidance on effective questioning It then goes on to address aspects of practical mathematics including visualizing and kinesthetic experience ranging from simple activities in which students use themselves in mathematical structures through o the use of ICT tools such as data loggers and interactive whiteboards Making connections in mathematics and mathematical exploration are the focus of the later chapters Pupils deserve to experience at least some of the exciting software and tools described in this publication They deserve to experience the teaching approaches all the time

Leading Practice and Managing Change in the Mathematics Department Sue Johnston-Wilder,2021-07-09 The book deals with important matters around leading a mathematics department and some approaches to dealing with those matters in ways which promote reflection and enquiry as a route to excellence There is a movement toward building a successful cadre of mathematics teachers led by the NCETM and subject associations reflected in the new Chartered Mathematics Teacher qualification and masters in leadership for new and aspiring heads of department This book is born of this movement and deals with some of the issues that new and aspiring heads of department will have to address as they start on this endeavor In order to compile this book the authors invited respected mathematics educators and theorists to contribute asking them to be very clear that they were putting theory into practice for subject leaders in mathematics Many of the authors work alongside current leaders of mathematics departments and the others are actively engaged in schools or with teachers of mathematics A stimulating read for all current and aspiring heads of department

Learning to Teach Mathematics in the Secondary School Sue Johnston-Wilder,Clare Lee,David Pimm,2016-09-13 *Learning to Teach Mathematics in the Secondary School* combines theory and practice to present a broad introduction to the opportunities and challenges of teaching mathematics in the secondary school classroom This fourth edition has been fully updated to reflect the latest changes to the curriculum and research in the field taking into account key developments in teacher training and education including examinations and assessment Written specifically with the new and student teacher in mind the book covers a wide range of issues related to the teaching of mathematics such as

why we teach mathematics the place of mathematics in the National Curriculum planning teaching and assessing for mathematics learning how to communicate mathematically using digital technology to advance mathematical learning working with students with special educational needs post 16 teaching the importance of professional development the affective dimension when learning mathematics including motivation confidence and resilience Already a major text for many university teaching courses this revised edition features a glossary of useful terms and carefully designed tasks to prompt critical reflection and support thinking and writing up to Masters Level Issues of professional development are also examined as well as a range of teaching approaches and styles from whole class strategies to personalised learning helping you to make the most of school experience during your training and beyond Designed for use as a core textbook Learning to Teach Mathematics in the Secondary School provides essential guidance and advice for all those who aspire to be effective mathematics teachers

Tweak to Transform Mike Hughes,2002-08-01 Improving teaching is the key to genuine and sustainable school improvement Improvement involves persuading teachers to change and develop their practice but as anyone who has ever tried will testify this is far from easy The focus of Tweak to Transform is what head teachers and school leaders can do to manage the change process and improve the quality of teaching in a school Essentially Tweak to Transform is a practical handbook that seeks to address three questions What do we know about change What do we know about learning What do we know about leading and managing the improvement process While there is no single successful recipe for improving teaching in a school this book attempts to establish some key principles The result is a collection of thoughts activities strategies and models that have been developed and successfully implemented in a wide range of schools **50**

Mathematics Lessons Colin Foster,2008-10-10 A complete collection of 50 instant mathematics lessons that require little effort in preparation time and are perfect for busy secondary teachers Learning Styles in Action Barbara Prashnig,2006-07 The sequel to Barbara Prashnig s influential book The Power of Diversity Evaluating TI-Nspire in Secondary Mathematics Classrooms Alison Clark-Wilson,2008 **The British National Bibliography** Arthur James Wells,2005 **Globalisation Trends in Science, Mathematics, and Technical Education** Sultan Hassanal Bolkhiah Institute of Education. Department of Science and Mathematics Education. International Conference,2004 EBOOK: ICT AND PRIMARY MATHEMATICS Jenni Way,Toni Beardon,2003-08-16 Current digital technologies have the potential to enhance primary children s mathematical learning Calculators and computers can be used as tools in mathematics to perform routine processes or to explore mathematical ideas Graphic and programmable calculators and computers with open ended software can also immerse children in exciting creative and productive learning environments The internet allows children to venture into the enormous world of mathematics beyond the classroom This book provides teachers with insights into how other teachers and researchers have discovered ways to create powerful learning experiences for children Each chapter helps the reader to understand why certain teaching approaches with technology are more effective than others as

well as providing many practical ideas for activities and projects for children with various ability levels and learning styles

The Annual Report of Her Majesty's Chief Inspector of Schools Great Britain. Office for Standards in Education, Office for standards in education (GB), 2002 The remit of the Office for Standards in Education OFSTED is to improve standards of achievement and quality of education in England through regular independent inspection of schools public reporting and informed independent advice The annual report for 2000 01 considers current issues of importance contains the evidence from the year s inspections and identifies particularly successful schools Overall the report finds there are continuing improvements in the quality of teaching and in the leadership and management of schools The achievements of pupils with special educational needs are found to show improvements both in special and mainstream schools The problems in the recruitment and in particular the retention of teachers are noted The report highlights two key concerns regarding 1 the gap between the highest and lowest performing schools at secondary level 2 and the under achievement levels amongst certain groups of pupils including those from ethnic minorities children in care children from traveller communities as well as a significant number of missing pupils of whom very little is known **Teaching Science** ,2004

Using ICT in Primary Mathematics Bob Fox, Ann Montague-Smith, Sarah Wilkes, 2014-03-05 First Published in 2000 Using combined first hand experiences as class teachers in the advisory service and as teacher trainers this book was written to help teachers and students in training to consider some of the issues that surround the use of Information and Communications Technology ICT in today s and tomorrow s classrooms It explores the uses of ICT in mathematics teaching and learning past and present and provides a rationale for its use within and beyond the daily mathematics lesson and suggest some innovative ways forward **Journal of Qualitative Education** ,2007-05 **Teaching Mathematics Using**

ICT Adrian Oldknow, Ron Taylor, Linda Tetlow, 2010-06-10 **Is Mathematics Inevitable?** Underwood Dudley, 2008-04-29 A collection of true stories anecdotes and other gems from the literature of mathematics that shine as brightly today as when they first appeared they deserve to be seen and admired Most are non technical and will be found interesting amusing or informative by readers with any interest in mathematics **The Role of Science in the Information Society** Manji

Dosanjh, Jonathan Wilkinson, 2004 *ICT and Primary Mathematics* Nick Easingwood, John Williams, 2004-07-23 This book written for practising teachers and student teachers will demonstrate how ICT can be used to develop and enhance investigative primary mathematics *Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Commons, 2010

The School Science Review ,2004

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