

Teaching Secondary Mathematics with ICT

Edited by Sue Johnston-Wilder & David Pimm



Learning & Teaching with Information & Communications Technology
Series editors Anthony Adams & Sue Bradley

Teaching Secondary Mathematics With Ict

Lei Shi



Teaching Secondary Mathematics With Ict:

EBOOK: Teaching Secondary Mathematics with ICT Sue Johnston-Wilder, David Pimm, 2004-10-16 This is a book all mathematics teachers and teacher educators should read It brings together a wealth of insights from a range of authors The major issues confronting teachers of mathematics who wish to use ICT in different domains of mathematics are addressed in a clear and accessible way Professor Celia Hoyles OBE Dean of Research and Consultancy Institute of Education University of London Teaching Secondary Mathematics with ICT shows the reader how to use Information and Communication Technology ICT effectively to enhance the teaching of mathematics in the secondary school The book explains which forms of technology can be used to improve mathematics teaching and learning how to get started and where to go for further information The first two chapters provide a useful introduction for those new to teaching mathematics with ICT Further chapters cover topics including ICT and the curriculum number algebra geometry and statistics Making use of interactive whiteboards in the classroom Using the internet and video conferencing to enhance teaching The book includes practical classroom scenarios and case studies for example the government funded MathsAlive Initiative as well as discussions of general issues such as the role of feedback and the use of ICT in whole class teaching It draws on current research and is supplemented by a linked web site which provides access to demonstration copies of software and sample files It also includes a directory of resources with lists of organisations web sites projects and further reading Key reading for Education students specialising in Mathematics and all those teaching secondary mathematics including non specialists and those on professional development courses Visit the text supporting website www.openup.co.uk/jwp *Teaching Secondary Mathematics With Ict* Johnston-Wilder, Sue, Pimm, David, 2004-10-01 This practical book shows the reader how to use Information and Communication Technology ICT to enhance mathematics teaching in the secondary school **Teaching Mathematics Using ICT** Adrian Oldknow, Ron Taylor, Linda Tetlow, 2010-06-10 **A Practical Guide to Teaching Mathematics in the Secondary School** Clare Lee, Robert Ward-Penny, 2019-04-25 A Practical Guide to Teaching Mathematics in the Secondary School offers straightforward advice inspiration and a wide range of tried and tested approaches to help you find success in the secondary mathematics classroom Illustrated throughout this fully updated second edition includes new chapters on using ICT in the classroom and promoting a positive learning environment as well as fresh and easy to use ideas that can help you engage your pupils and inspire mathematical thinking Covering all key aspects of mathematics teaching it is an essential companion for all training and newly qualified mathematics teachers Combining ideas and practical insights from experienced teachers with important lessons from educational research this book covers key aspects of mathematics teaching including planning effective lessons using assessment to support learning encouraging mathematical activity integrating ICT into your teaching making lessons engaging building resilient learners A Practical Guide to Teaching Mathematics in the Secondary School is an essential companion to the core textbook Learning to Teach

Mathematics in the Secondary School Written by expert practitioners it will support you in developing imaginative and effective mathematics lessons for your pupils **Teaching Mathematics with ICT** Adrian James Oldknow,Ron Taylor,2000 This book deals directly with the use of ICT training in teaching and tackles the U K s Teacher Training Agency s national standards for ICT both for qualified teacher status and for subject leadership However its emphasis is on how the use of ICT can contribute to reaching the learning objectives for each subject not on using gizmos for their own sake The book deals with the use of a range of media including the Internet and CD ROMs **Use of ICT in Math Class in Secondary Schools of Rwanda. A Critical Paper** Jean Claude Harindimana,2021-07-29 Academic Paper from the year 2021 in the subject Didactics Mathematics University of Rwanda College of Education course Integration of ICT in teaching and Learning language English abstract This paper enlightens the contribution of ICT in teaching and learning mathematics especially in secondary schools of Rwanda The paper is guided by 3 specific objectives revealing what is being done by secondary schools mathematics teacher in implementing the government program related to use of ICT in teaching and learning process highlighting the reasons behind the low level of out leaving students in ICT skills and proposing what can be done for proper involvement of ICT while teaching and learning mathematics in a secondary school of Rwanda It relies on both observation and discussion with secondary school mathematics teachers in Kigabiro of Rwamagana district To draw a conclusion and formulate a recommendation the writer bases on the results discussion and criticisms made basing on different existing theories models and frameworks such as the TPACK framework the theory of planned behavior TPB the Technology Organisation Environment TOE framework the Unified Theory of Acceptance and Use of Technology UTAUT and Rogers diffusion of innovation theory Uses of Technology in Primary and Secondary Mathematics Education Lynda Ball,Paul Drijvers,Silke Ladel,Hans-Stefan Siller,Michal Tabach,Colleen Vale,2018-05-14 This book provides international perspectives on the use of digital technologies in primary lower secondary and upper secondary school mathematics It gathers contributions by the members of three topic study groups from the 13th International Congress on Mathematical Education and covers a range of themes that will appeal to researchers and practitioners alike The chapters include studies on technologies such as virtual manipulatives apps custom built assessment tools dynamic geometry computer algebra systems and communication tools Chiefly focusing on teaching and learning mathematics the book also includes two chapters that address the evidence for technologies effects on school mathematics The diverse technologies considered provide a broad overview of the potential that digital solutions hold in connection with teaching and learning The chapters provide both a snapshot of the status quo of technologies in school mathematics and outline how they might impact school mathematics ten to twenty years from now *Uses of Technology in Upper Secondary Mathematics Education* Stephen Hegedus,Colette Laborde,Corey Brady,Sara Dalton,Hans-Stefan Siller,Michal Tabach,Jana Trgalova,Luis Moreno-Armella,2016-11-02 This survey addresses the use of technology in upper secondary mathematics education from four points of view theoretical

analysis of epistemological and cognitive aspects of activity in new technology mediated learning environments the changes brought by technology in the interactions between environment students and teachers the interrelations between mathematical activities and technology skills and competencies that must be developed in teacher education Research shows that the use of some technologies may deeply change the solving processes and contribute to impact the learning processes The questions are which technologies to choose for which purposes and how to integrate them so as to maximize all students agency In particular the role of the teacher in classrooms and the content of teacher education programs are critical for taking full advantage of technology in teaching practice

Learning to Teach Mathematics in the Secondary School Sue Johnston-Wilder, Peter Johnston-Wilder, David Pimm, 2005-01-14 Learning to Teach Mathematics in the Secondary School covers a wide range of issues in the teaching of mathematics and gives supporting activities to students to enable them to translate theory into practice Topics covered include mathematics in the National Curriculum different teaching approaches using ICT mathematics education for pupils with special needs in mathematics assessment and public examinations teaching mathematics post 16 professional development

The Nigerian Academic Forum, 2006 **Developing Science, Mathematics, and ICT Education in Sub-Saharan Africa** Wout Ottevanger, J. J. H. van den Akker, Leo de Feiter, 2007-01-01 Developing Science Mathematics and ICT SMICT in Secondary Education is based on country studies from ten Sub Saharan African countries Botswana Burkina Faso Ghana Namibia Nigeria Senegal South Africa Uganda Tanzania and Zimbabwe and a literature review It reveals a number of huge challenges in SMICT education in sub Saharan Africa poorly resourced schools large classes a curriculum hardly relevant to the daily lives of students a lack of qualified teachers and inadequate teacher education programs Through examining country case studies this paper discusses the lessons for improvement of SMICT in secondary education in Africa

The Mathematics Teacher in the Digital Era Alison Clark-Wilson, Ornella Robutti, Nathalie Sinclair, 2013-12-08 This volume addresses the key issue of the initial education and lifelong professional learning of teachers of mathematics to enable them to realize the affordances of educational technology for mathematics With invited contributions from leading scholars in the field this volume contains a blend of research articles and descriptive texts In the opening chapter John Mason invites the reader to engage in a number of mathematics tasks that highlight important features of technology mediated mathematical activity This is followed by three main sections An overview of current practices in teachers use of digital technologies in the classroom and explorations of the possibilities for developing more effective practices drawing on a range of research perspectives including grounded theory enactivism and Valsiner's zone theory A set of chapters that share many common constructs such as instrumental orchestration instrumental distance and double instrumental genesis and research settings that have emerged from the French research community but have also been taken up by other colleagues Meta level considerations of research in the domain by contrasting different approaches and proposing connecting or uniting elements

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Johnston-Wilder,2005 Learning to Teach Mathematics in the Secondary School covers a wide range of issues in the teaching of mathematics and gives supporting activities to students to enable them to translate theory into practice Topics covered include mathematics in the National Curriculum different teaching approaches using ICT mathematics education for pupils with special needs in mathematics assessment and public examinations teaching mathematics post 16 professional development *Informatics and Mathematics in Secondary Schools, Impacts and Relationships* David Carlton Johnson,John David Tinsley,1978 Current Index to Journals in Education ,1998-07 *Resources in Education* ,1996 **Math Educ** ,2007 Contains abstracts in the field of mathematics education extracted from documents worldwide **Adoption of Computer-based Technologies Among Art Educators** Patricia Louise Rogers,1997 Computer Workshop Manual John G. Stoudt,Walter Clevenger,1974 Primary and Secondary School Mathematics Teachers' Perspectives of Using ICT in Teaching Mathematics Peter McWilliam,2013

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