One of the key areas of curriculum research is improving mathematics teaching and learning. This is of utmost importance in the context of the rapidly changing educational landscape. The book "Mathematics Curriculum in School Education" brings new insights into curriculum policies and practices to the international community of mathematics education. It identifies and analyzes effective curriculum practices; explores effective infrastructure for curriculum development and implementation; and provides an overview of recent curriculum development, research, and trends in different education systems.

The book is structured into 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems. This rich collection is indispensable reading for mathematics educators, researchers, curriculum developers, and graduate students interested in learning about recent curriculum development, research, and trends in different education systems; identifying and analyzing effective curriculum practices; propping effective infrastructure for curriculum development and implementation.

It is important to note that reading individual chapters will provide valuable information, but also reading across chapters and sections can help explore broader themes, including: identifying what is important in mathematics for teaching and learning in different education systems; understanding mathematics curriculum and its changes that are valued over time in different education systems; recognizing key ideas.

The book is divided into sections, with each section focusing on a specific theme.

1. Mathematics for teaching and learning
2. Understanding mathematics curriculum and its changes
3. Identifying what is important in mathematics for teaching and learning
4. Mathematics for teaching and learning in different education systems

These sections provide a comprehensive picture of various stages along curriculum transformation from the intended to the achieved, and showing how curriculum changes in various education systems contribute to mathematics teaching and learning. The book is organized to help readers learn not only from reading individual chapters, but also from reading across chapters and sections to explore broader themes.

Changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of mathematics teaching and learning. This book provides a unique international perspective on diverse curriculum issues and practices in different education systems, offering a comprehensive overview of the latest developments in mathematics education.
Three research questions guided this study: (a) To what extent does the use of Math Explorer affect the accuracy performance of students with mathematics difficulties? (b) To what extent does the use of Math Explorer affect the generalization of accuracy performance of students with mathematics difficulties in grades 2-3 on paper/pencil-based tasks with one-step addition and subtraction word problems? (c) To what extent does the use of Math Explorer maintain the accuracy performance of students with mathematics difficulties in the follow-up phase?

Math Explorer is an interactive multimedia software program developed to teach one-step addition and subtraction word problem-solving skills to students with mathematics difficulties. Math Explorer incorporates: (a) four-step cognitive strategies and corresponding three-step meta-cognitive strategies adapted from the research on cognitive and meta-cognitive strategies, and (b) instruction, interface, and interaction design features of CAI identified as crucial for successful delivery of cognitive and meta-cognitive strategies for students with mathematics difficulties. The purpose of this study was to investigate the effectiveness of Math Explorer, which was designed to be a potential tool to deliver cognitive and meta-cognitive strategy instruction in one-step addition and subtraction word problem-solving.

Math Explorer was developed to teach one-step addition and subtraction word problem-solving, and it is designed to be used in grades 2-3. The program is structured into four phases: pre-experimental, experimental, and follow-up. The pre-experimental phase involved screening students with mathematics difficulties and assigning them to the intervention group. The experimental phase involved administering an individual 20- to 30-minute Math Explorer intervention, with at most, five days. After each intervention, they took the 10-minute computer- or paper/pencil-based test developed by the researcher. The intervention phase for each student lasted five to seven weeks. Two weeks after termination of the intervention phase, their accuracy performance on the computer- and paper/pencil-based tests were examined during the follow-up phases. The findings of the study revealed that Math Explorer had a positive impact on the accuracy performance of students with mathematics difficulties.

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Online Library One Step Addition And Subtraction Word Problems

Verbal working memory and other cognitive skills related to language representations We hope that this book provides a new and structured overview on the properties, such as the writing/reading direction of a language. - Phonological: Phonological/phonetic properties of languages - Other language-related skills: semantic meaning or existence of words - Lexical: The lexical composition of words, in particular number words - Visuo-spatial-orthographic: Orthographic levels: - Conceptual: Conceptual properties of language - Syntactic: The grammatical structure of languages beyond the word level influences - Semantic: The functioning brain. So far, much research about linguistic influences on numerical cognition has simply demonstrated that language influences number without this is not to say, that in patients, magnitude processing cannot function independently of linguistic processing we just suppose, these functions are connected in representation and even early number acquisition. Thus, we postulate that numerical and arithmetic processing are not fully independent of linguistic processing. representations of numbers, but also numerical magnitude representation, spatial magnitude representations, calculation, parity representation, place-value numerical or mathematical representation This assumption has been substantially challenged in recent years. Linguistic properties affect not only verbal for many years, an abstract, amodal semantic magnitude representation, largely independent of verbal linguistic representations, has been viewed as the core of today new ways of thinking about learning call for new ways for monitoring learning. Reform in School Mathematics builds from the vision that assessment can reform the way in which school mathematics is taught without radically reforming the ways the effects of that teaching are monitored. Among others, this volume addresses the issues of the specification of performance standards, the development of authentic tasks, the measure of status and growth or a combination, the development of psychometric models, and the development of scoring rubrics. The new models proposed in this book give teachers a wealth of nontraditional assessment strategies and concrete ways to obtain measures of both group and individual differences in growth.