

Multi Touch Mathematics 10

Halimah Badioze Zaman, Alan F. Smeaton, Timothy K. Shih, Sergio Velastin, Tada Terutoshi, Bo Nørregaard Jørgensen, Hazleen Aris, Nazrita Ibrahim

Advances in Visual Informatics Halimah Badioze Zaman, Alan F. Smeaton, Timothy K. Shih, Sergio Velastin, Tada Terutoshi, Bo Nørregaard Jørgensen, Hazleen Aris, Nazrita Ibrahim, 2021-11-16 This book constitutes the refereed proceedings of the 7th International Conference on Advances in Visual Informatics, IVIC 2021, held in Selangor, Malaysia in November 2021. The 59 papers presented were carefully reviewed and selected from 114 submissions. The papers are organized into the following topics: Visualization and Digital Innovation; Engineering and Digital Innovation; Cyber Security and Digital Innovation; and Energy Informatics and Digital Innovation.

Integrating Touch-Enabled and Mobile Devices into Contemporary Mathematics Education Meletiou-Mavrotheris, Maria, 2015-07-13 Despite increased interest in mobile devices as learning tools, the amount of available primary research studies on their integration into mathematics teaching and learning is still relatively small due to the novelty of these technologies. Integrating Touch-Enabled and Mobile Devices into Contemporary Mathematics Education presents the best practices in mathematics education research and teaching practice by providing an account of current and future trends and issues in mobile mathematics learning and associated technologies and educational methodologies. This edited volume approaches a broad audience including researchers and practitioners interested in the exploitation of mobile technologies in mathematics teaching and learning, as well as mathematics teachers at all levels. This premier reference source compiles the best practices and recommended processes for effectively utilizing the vast capabilities of mobile technologies in the mathematics classroom through a collection of chapters covering topics including, but not limited to, touch-enabled virtual mapping, perceptual learning technologies, mobile teaching, statistics apps for mobile devices, smartphones for the visually impaired, pedagogical and instructional design, and touch screen interfaces in algebraic instruction.

Visual Informatics: Sustaining Research and Innovations Halimah Badioze Zaman, Peter Robinson, Maria Petrou, Patrick Olivier, Timothy K. Shih, Sergio Velastin, Ingela Nyström, 2011-10-28 The two-volume set LNCS 7066 and LNCS 7067 constitutes the proceedings of the Second International Visual Informatics Conference, IVIC 2011, held in Selangor, Malaysia, during November 9-11, 2011. The 71 revised papers presented were carefully reviewed and selected for inclusion in these proceedings. They are organized in topical sections named computer vision and simulation; virtual image processing and engineering; visual computing; and visualisation and social computing. In addition the first volume contains two keynote speeches in full paper length, and one keynote abstract.

The Computer Supported Collaborative Learning (CSCL) Conference 2013, Volume 2 ISLS,

Building the Foundation: Whole Numbers in the Primary Grades Maria G. Bartolini Bussi, Xu Hua Sun, 2018-03-29 This twenty-third ICMI Study addresses for the first time mathematics teaching and learning in the primary school (and pre-school) setting, while also taking international perspectives, socio-cultural diversity and institutional constraints into account. One of the main challenges of designing the first ICMI primary school study of this kind is the complex nature of mathematics at the early level. Accordingly, a focus area that is central to the discussion was chosen, together with a number of related questions. The broad area of Whole Number Arithmetic (WNA), including operations and relations and arithmetic word problems, forms the core content of all primary mathematics curricula. The study of this core content area is often regarded as foundational for later mathematics learning. However, the principles and main goals of instruction on the foundational concepts and skills in WNA are far from universally agreed upon, and practice varies substantially from country to

country. As such, this study presents a meta-level analysis and synthesis of what is currently known about WNA, providing a useful base from which to gauge gaps and shortcomings, as well as an opportunity to learn from the practices of different countries and contexts.

International Perspectives on Teaching and Learning Mathematics with Virtual Manipulatives Patricia S. Moyer-Packenham, 2016-06-21 This book explores terminology, frameworks, and research being conducted worldwide on virtual manipulatives. It brings together international authors who provide their perspectives on virtual manipulatives in research and teaching. By defining terminology, explaining conceptual and theoretical frameworks, and reporting research, the authors provide a comprehensive foundation on the study and use of virtual manipulatives for mathematics teaching and learning. This foundation provides a common way for researchers to communicate about virtual manipulatives and build on the major works that have been conducted on this topic. By discussing these big ideas, the book advances knowledge for future research on virtual manipulatives as these dynamic tools move from computer platforms to hand-held, touch-screen, and augmented platforms.

Interactions on Digital Tablets in the Context of 3D Geometry Learning David Bertolo, 2016-07-25 Over the last few years, multi-touch mobile devices have become increasingly common. However, very few applications in the context of 3D geometry learning can be found in app stores. Manipulating a 3D scene with a 2D device is the main difficulty of such applications. Throughout this book, the author focuses on allowing young students to manipulate, observe and modify 3D scenes using new technologies brought about by digital tablets. Through a user-centered approach, the author proposes a grammar of interactions adapted to young learners, and then evaluates acceptability, ease of use and ease of learning of the interactions proposed. Finally, the author studies in situ the pedagogic benefits of the use of tablets with an app based on the suggested grammar. The results show that students are able to manipulate, observe and modify 3D scenes using an adapted set of interactions. Moreover, in the context of 3D geometry learning, a significant contribution has been observed in two classes when students use such an application. The approach here focuses on interactions with digital tablets to increase learning rather than on technology. First, defining which interactions allow pupils to realize tasks needed in the learning process, then, evaluating the impact of these interactions on the learning process. This is the first time that both interactions and the learning process have been taken into account at the same time.

Math Superstars Subtraction Level 1 William Robert Stanek, 2014-08-14 Over 100 pages of fun math activities. Discover the Math Superstars today! Our selection of activities and problems provides a fun and easy approach to building math skills. This book contains math problems presented as with pictures and words. Questions and answers are provided on separate pages. Each question page presents a math problem using three different approaches: 1) The problem is written in large, bold numbers on the right. For rapid review, you can use the math problems like you would use flash cards. 2) The problem is presented using words to help arrive at the answer. Solving word problems requires critical thinking that can help to build more advanced math skills. 3) The problem is shown using pictures with objects children can count to find the answer. Includes trivia and review pages to help develop related skills.

Frontiers in Pen and Touch Tracy Hammond, Aaron Adler, Manoj Prasad, 2017-12-01 This inspirational book contains evidence-based research presented by educational scientists, for the advancement of stylus-based technology and its applications for college and K-12 classrooms. Writing and sketching are an important part of teaching and learning, and digital ink technologies enable us to perform these activities in a digital world. Frontiers in Pen and Touch aims to highlight software and hardware practices and innovations, to encourage transformational use of pen and touch in the classroom. The content of the book is

derived from the 2016 Conference on Pen and Touch Technology on Education (CPTTE). Chapters written by academic practitioners provide stories of success for ink, including multimedia content creation and increasing student engagement. Industry and academic researchers share their findings and present intelligent systems that enable pen and touch systems to teach and motivate students. This book is a must-read for anyone wanting to harness and integrate pen and touch for improving today's student experiences.

The Second Handbook of Research on the Psychology of Mathematics Education Ángel Gutiérrez, Gilah C. Leder, Paolo Boero, 2016-07-23 Since its establishment in 1976, PME (The International Group for the Psychology of Mathematics Education) is serving as a much sought after venue for scientific debate among those at the cutting edge of the field, as well as an engine for the development of research in mathematics education. A wide range of research activities conducted over the last ten years by PME members and their colleagues are documented and critically reviewed in this handbook, released to celebrate the Group's 40 year anniversary milestone. The book is divided into four main sections: Cognitive aspects of learning and teaching content areas; Cognitive aspects of learning and teaching transverse areas; Social aspects of learning and teaching mathematics; and Professional aspects of teaching mathematics. The selection for each chapter of a team of at least two authors, mostly located in different parts of the world, ensured effective coverage of each field. High quality was further enhanced by the scrupulous review of early chapter drafts by two leaders in the relevant field. The resulting volume with its compilation of the most relevant aspects of research in the field, and its emphasis on trends and future developments, will be a rich and welcome resource for both mature and emerging researchers in mathematics education.

Contemporary Research and Perspectives on Early Childhood Mathematics Education Iliada Elia, Joanne Mulligan, Ann Anderson, Anna Baccaglini-Frank, Christiane Benz, 2018-02-21 This book brings together a collection of research-based papers on current issues in early childhood mathematics education that were presented in the Topic Study Group 1 (TSG 1) at the 13th International Congress on Mathematical Education (ICME-13), held at the University of Hamburg in 2016. It will help readers understand a range of key issues that early childhood mathematics educators encounter today. Research on early childhood mathematics education has grown in recent years, due in part to the well-documented, positive relation between children's early mathematical knowledge and their later mathematics learning, and to the considerable emphasis many countries are now placing on preschool education. The book addresses a number of central questions, including: What is mathematical structural development and how can we promote it in early childhood? How can multimodality and embodiment contribute to early mathematics learning and to acquiring a better understanding of young children's mathematical development? How can children's informal mathematics-related experiences affect instruction and children's learning in different mathematics content areas? What is the role of tools, including technology and picture books, in supporting early mathematics learning? What are the challenges in early childhood mathematics education for teachers' education and professional development?

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.

Touch Math Green Birch Tree Design,2019-11-28 This booklet is perfect for children, kinesthetic, or visual learners that are struggling in addition and subtraction math! It allows them to identify and memorize where the touch points belong on the number. Comes with a removable number strip and practice sheets in the back. For those that are unfamiliar with touchpoint math, there is an addition and subtraction example of how the dots and circles can increase a child's math fluency.

Early Mathematics Learning Ulrich Kortenkamp,Birgit Brandt,Christiane Benz,Götz Krummheuer,Silke Ladel,Rose Vogel,2013-12-06 This book will gather current research in early childhood mathematics education. A special focus will be the tension between instruction and construction of knowledge. The book includes research on the design of learning opportunities, the development of mathematical thinking, the impact of the social setting and the professionalization of nursery teachers.

Tools and Mathematics John Monaghan,Luc Trouche,Jonathan M. Borwein,2016-04-18 This book is an exploration of tools and mathematics and issues in mathematics education related to tool use. The book has five parts. The first part reflects on doing a mathematical task with different tools, followed by a mathematician's account of tool use in his work. The second considers prehistory and history: tools in the development from ape to human; tools and mathematics in the ancient world; tools for calculating; and tools in mathematics instruction. The third part opens with a broad review of technology and intellectual trends, circa 1970, and continues with three case studies of approaches in mathematics education and the place of tools in these approaches. The fourth part considers issues related to mathematics instructions: curriculum, assessment and policy; the calculator debate; mathematics in the real world; and teachers' use of technology. The final part looks to the future: task and tool design and new forms of activity via connectivity and computer games.

Trends and Applications in Software Engineering Jezreel Mejia,Mirna Muñoz,Alvaro Rocha,Jose Calvo-Manzano,2015-10-22 This book contains a selection of papers from The 2015 International Conference on Software Process Improvement (CIMPS'15), held between the 28th and 30th of October in Mazatlán, Sinaloa, México. The CIMPS'15 is a global forum for researchers and practitioners that present and discuss the most recent innovations, trends, results, experiences and concerns in the several perspectives of Software Engineering with clear relationship but not limited to software processes, Security in Information and Communication Technology and Big Data Field. The main topics covered are: Organizational Models, Standards and Methodologies, Knowledge Management, Software Systems, Applications and Tools, Information and Communication Technologies and Processes in non-software domains (Mining, automotive, aerospace, business, health care, manufacturing, etc.) with a demonstrated relationship to software process challenges.

Theories in and of Mathematics Education Angelika Bikner-Ahsbahr,Andreas Vohns,Oliver Schmitt,Regina Bruder,Willi Dörfler,2016-08-05 This survey provides an overview of German meta-discourse on theories and mathematics education as a scientific discipline, from the 1970s to the 1990s. Two theory strands are offered: a semiotic view related to Peirce and Wittgenstein (presented by Willibald Dörfler), and the theory of learning activity by Joachim

Lompscher (presented by Regina Bruder and Oliver Schmitt). By networking the two theoretical approaches in a case study of learning fractions, it clarifies the nature of the two theories, how they can be related to inform practice and renew TME-issues for mathematics education as a scientific discipline. Hans-Georg Steiner initiated the first of five international conferences on Theories of Mathematics Education (TME) to advance the founding of mathematics education as a scientific discipline, and subsequently German researchers have continued to focus on TME topics but within various theory strands.

Learning and Teaching Early Math Douglas H. Clements, Julie Sarama, 2020-12-29 The third edition of this significant and groundbreaking book summarizes current research into how young children learn mathematics and how best to develop foundational knowledge to realize more effective teaching. Using straightforward, practical language, early math experts Douglas Clements and Julie Sarama show how learning trajectories help teachers understand children's level of mathematical understanding and lead to better teaching. By focusing on the inherent delight and curiosity behind young children's mathematical reasoning, learning trajectories ultimately make teaching more joyous: helping teachers understand the varying levels of knowledge exhibited by individual students, it allows them to better meet the learning needs of all children. This thoroughly revised and contemporary third edition of *Learning and Teaching Early Math* remains the definitive, research-based resource to help teachers understand the learning trajectories of early mathematics and become confident, credible professionals. The new edition draws on numerous new research studies, offers expanded international examples, and includes updated illustrations throughout. This new edition is closely linked with *Learning and Teaching with Learning Trajectories*—[LT]²—an open-access, web-based tool for early childhood educators to learn about how children think and learn about mathematics. Head to LearningTrajectories.org for ongoing updates, interactive games, and practical tools that support classroom learning.

Innovation and Technology Enhancing Mathematics Education Eleonora Faggiano, Francesca Ferrara, Antonella Montone, 2017-10-14 This book addresses key issues of Technology and Innovation(s) in Mathematics Education, drawing on heterogeneous ways of positioning about innovation in mathematical practice with technology. The book offers ideas and meanings of innovation as they emerge from the entanglement of the various researchers with the mathematical practice, the teacher training program, the student learning and engagement, or the research method that they are telling stories about. The multiple theoretical or empirical perspectives capture a rich landscape, in which the presence of digital technology entails the emergence of new practices, techniques, environments and devices, or new ways of making sense of technology in research, teaching and learning.

Mathematics and Technology Gilles Aldon, Fernando Hitt, Luciana Bazzini, Uwe Gellert, 2017-04-05 This volume collects most recent work on the role of technology in mathematics education. It offers fresh insight and understanding of the many ways in which technological resources can improve the teaching and learning of mathematics. The first section of the volume focuses on the question how a proposed mathematical task in a technological environment can influence the acquisition of knowledge and what elements are important to retain in the design of mathematical tasks in computing environments. The use of white smart boards, platforms as Moodle, tablets and smartphones have transformed the way we communicate both inside and outside the mathematics classroom. Therefore the second section discussed how to make efficient use of these resources in the classroom and beyond. The third section addresses how technology modifies the way information is transmitted and how mathematical education has to take into account the new ways of learning through connected networks as well as new ways of teaching. The last section is on the training of teachers in the digital era. The editors of this volume have selected papers from

the proceedings of the 65th, 66th and 67th CIEAEM conference, and invited the correspondent authors to contribute to this volume by discussing one of the four important topics. The book continues a series of sourcebooks edited by CIEAEM, the Commission Internationale pour l'Étude et l'Amélioration de l'Enseignement des Mathématiques / International Commission for the Study and Improvement of Mathematics Education.

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