Teaching Mathematics Successfully-Marlow Ediger 2010 Contents: Motivating Pupils to Learn Mathematics, Philosophy of Mathematics, Concepts in Mathematics, Curriculum in Mathematics, Methods in Mathematics, Learning Activities in Mathematics, Questionnaire in the Mathematics Classroom, Achievement Motivation and Achievement in Mathematics. The book is intended for teachers and students who wish to improve their understanding of the teaching and learning of mathematics. It is also suitable for anyone interested in the philosophy of mathematics and its applications in education. The book is divided into four parts: Part I: Theoretical Foundations; Part II: Methodological Issues; Part III: Pedagogical Applications; Part IV: Case Studies and Examples. This book provides a comprehensive overview of the theoretical and methodological aspects of teaching and learning mathematics, with a focus on the role of the teacher and student in the process.
years as a member and leader within the organization. The papers comprising this Yearbook that follow
Richardson's presidential address are: (1) Fast Start: Successful Literacy Instruction That Connects Schools and
Homes (Nancy Padak and Tim Rasinski); (2) Preparing Elementary Teachers in Reading: Will University-Based
Programs Move Forward or be "Left Behind" (James V. Hoffman); (3) Latino Children's Literature Is Mainstream
(Rebecca Chavaria-Chairez); (4) Reflections, Remembrances and Ruminations (Albert J. Manfredi); (5) Sharing
Storybooks: A Study with Families from Diverse Cultural Backgrounds (Jacqueline Lynch); (6) The Effects of
Visualization Instruction on First-Graders' Story Retelling (Tracy Zimmerman); (7) Tuning into the Sounds of
Language: Teaching Phonemic Awareness through Rhymes, Songs, Poetry and Children's Literature (Jo Ann R.
Dugan, Bartee A. Bruno, and Jocelynn L. Smrekar); (8) Teaching Fluently: Exploring Teaching Practices in
Diverse Certification Programs (Catherine Zook and Carol Walker); (9) Reading and Auditory Processing: A
Collaborative Project (Daniel H. Sintersten, Martha J. Larkin, Cathleen Doherty, and Donna M. Harkins); (10)
Learner-Centered Teachers' Approaches to Literacy Instruction: Are They "Best Practice" (Barbara Combs); (11)
Author Study Inquiry Promotes "Theory into Practice" for Teaching Literacies (Linda S. Wold); (12) The Value of
Interactive Writing as an Intervention for the Literacy Acquisition of Struggling First-Grade Students (Barbara K.
O'Connor); (13) Engaging Preservice Teachers in Reading, "Sticky Note" Style: An Analysis and Practical
Implications (Cherriene A. Mooney, Michelle L. Lenarz, and Linda C. Butter); (14) Impacting Literacy Policies,
Policies, and Legislation: Moving from Inactive Idlers and Reactive Regretters to Proactive Professionals
(Phoebe Falk-Ross, Mona W. Matthews, Mary Beth Sampson, Barbara J. Fox, Jill Lewis, Maryann Mroz, Jill
Reddish, D. Ray Reutzel, and Lomiao T. Pears); (15) An Intervention Program for Helping Pre-Certified Teachers
Succeed on the Teacher Licensing Exams (Apres Marie Imburgia Stryker); (16) Preparing Preservice Teachers to
Share Evidence of P-12 Pupil Learning (Jean F. Reddish and Lillie S. West); (17) How Preservice Teachers Score an
Informal Reading Inventory: Strengths and Weaknesses (Jerry L. Johns and Susan K. L'Allier); (18) Becoming
Teachers of Writing: A Model of Professional Development for Primary Teachers (Ruth A. Oswald and Kristine
Lynn Still); (19) Early Childhood Teachers' Beliefs and Practices Toward Children's Subvocalizations During
Reading (Carla Baker Deniz); (20) Someplace Special: Images of the Library Experience in Children's Literature
(Suzanne S. Moreno); (21) SOLVE: An Innovative Assessment Tool for Facilitating Mathematics and Reading
Literacy Among Diverse Learners (Rosalind Duplechain, Jill Reddish, and Elaine Roberts); (22) Student Led
Literature Discussions Groups With High School ESL Students in Koror: The Journey (Donald D. Potterfield); (23)
Dialogue with Caregivers: Perceptions of a Reading Clinic (Donna M. Harkins, Ronald S. Reigner, John M. Ponder,
and Gary O. Gregg); (24) Follow the Reader: What Happens to Students Who Have Been Tutored in a University
Reading Clinic? (Nancy G. Kennedy and Rika M. Beaus); (25) Reading Between the Lines: Middle School Readers
Uncover Messages in Magazine Advertisements (Roberta Linder and Frances Falk-Ross); (26) Recommended
Procedures for Reading Mathematics in Current and Past Content/Secondary Reading Textbooks (Daniel L. Pearce
and Nancy G. Reynolds); (27) Struggling Adolescent Readers: Just Because They're in a Developmental Reading
Class Doesn't Mean They Need Phonics (Carol D. Wickstrom); (28) Summer Reading Programs: Perceptions of a
University Freshman Reading Experience (Staci Stone, Bonnie Higginson, and Laura Luipezi); (29) Reading
Professionals Learn On-Line: Using Threaded Discussions to Learn about Threaded Discussions (Judy S.
Richardson, Cherliee Fleener, and Linda Threlkewell); and (30) Using Assistive Technology to Teach Content
Area Literacy Strategies to Students with Disabilities (Anthea Pickett and William Bone). (Individual papers
contain tables, figures, references, and appendices.)
Achievement Correlates-Larry Ballikah 2004 Contents: - Introduction, Related Research, Research Design, Data
Analysis, Conclusions and Discussion.
Total Quality Management in Education-Edward Sallis 2002 This new edition introduces the key concepts of TQM
in the education context, discusses organizational, leadership and teamwork issues, the tools and techniques of
TQM, and will help educators develop a framework for management in their school.
A Nation Reformed?-David T. Gordon 2003 The well-being of this nation's education system is dependent upon
past and future reform efforts. This book provides policy makers and educators with an overview of brewing
reform in education and provides solutions for reaching certain outcomes.
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