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Titolo	Posing and Solving Mathematical Problems : Advances and New Perspectives / / edited by Patricio Felmer, Erkki Pehkonen, Jeremy Kilpatrick
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Descrizione fisica	1 online resource (400 p.)
Collana	Research in Mathematics Education, , 2570-4737
Disciplina	370
Soggetti	Mathematics - Study and teaching Learning, Psychology of Mathematics Education Instructional Psychology
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Introduction -- Does the Textbook Support the Implementation of Mathematical Problem-Posing in Classrooms? -- Problem Posing and Questioning -- Effective Factors and Beliefs About Mathematics of Chilean Young Children -- Reformulating: Mathematical Problem Solving as Inquiry -- Improving Mathematical Problem-Solving -- Reaction Paper.-Teaching Mathematical Problem Solving in Hungary for Students Who Have Average Ability in Maths -- Exploratory Problems as Propositions for Doing Mathematics -- On the Role of Corporeality, affect, and metaphorizing in Problem Solving -- Building Thinking Classrooms: Conditions for Problem Solving -- Research Project Finland-Chile on Open Problem Solving in elementary Mathematics Teaching -- The Coordinated Use of Several Digital Technologies to Frame and Foster Learners' Mathematical Problem Solving Experiences -- Proportional Word Problem Solving Through a Modelling Lense -- Conceptual Model-Based Problem Solving -- Reaction Paper -- Novel Chilean Secondary Mathematics Teachers as Problem Solvers -- Infusing Mathematical Problem Solving in the Mathematics Curriculum --

Mathematical Problem Posing in Taiwan -- Mathematical Problem Solving and Teacher Professional Learning.

Sommario/riassunto

This book collects recent research on posing and solving mathematical problems. Rather than treating these two crucial aspects of school mathematics as separate areas of study, the authors approach them as a unit where both areas are measured on equal grounds in relation to each other. The contributors are from a vast variety of countries and with a wide range of experience; it includes the work from many of the leading researchers in the area and an important number of young researchers. The book is divided in three parts, one directed to new research perspectives and the other two directed to teachers and students, respectively.