

1. Record Nr.	UNINA9910337744603321
Titolo	Affect in Mathematical Modeling // edited by Scott A. Chamberlin, Bharath Sriraman
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2019
ISBN	9783030044329 3030044327
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (325 pages)
Collana	Advances in Mathematics Education, , 1869-4926
Disciplina	511.8 370
Soggetti	Mathematics - Study and teaching Educational psychology Mathematics Education Educational Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Section I -- Commentary: Commentary on Affect, Cognition and Metacognition in Mathematical Modelling -- Chapter 1: The construct of affect in mathematical modelling -- Chapter 2: Metacognition in mathematical modelling-an overview -- Chapter 3: Principles for designing research settings to study spontaneous metacognitive activity -- Chapter 4: Engagement structures and the development of mathematical ideas -- Commentary: The what and why of modeling -- Commentary: Engaging students in mathematical modeling: Themes and issues -- Chapter 5: Exploring a conative perspective on mathematical engagement -- Chapter 6: Exploring teachers' epistemic beliefs and emotions in inquiry-based teaching of mathematics -- Chapter 7: Mathematics learning experiences: The practice of happiness and the happiness of practice -- Chapter 8: Development of modelling routines and its relation to identity construction -- Commentary: Commentary on section III: Connections to theory and practice -- Chapter 9: Flow and mathematical modelling: Issues of balance -- Chapter 10: The complex relationship between

mathematical modelling and attitude towards mathematics -- Chapter 11: Teaching modeling problems and its effects on students' engagement and attitude toward mathematics -- Chapter 12: Affect and mathematical modelling assessment-A case study on students' experience of challenge and flow during a compulsory mathematical modelling task by engineering students -- Chapter 13: Flow and Modelling -- Chapter 14: A coda on affect.

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Sommario/riassunto

In the book, the relationship between affect and modeling is discussed because, as educational psychologists have suggested for decades, affect directly influences achievement. Moreover, given the importance of mathematical modeling and the applications to high level mathematics, it provides the field of mathematics psychology with insight regarding affect, in relation to mathematical modeling. By doing so it helps determine the degree to which understanding of mathematics and understanding affect in mathematical modeling episodes may have a direct effect on cognition. .

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