1. Record Nr. UNISA990005720180203316

Autore	DELIUS, Harald
Titolo	Untersuchungen zur Problematik der sogenannten synthetischen Satze apriori / Harald Delius
Pubbl/distr/stampa	Gottingen : Vandenhoeck & Ruprecht, c1963
Descrizione fisica	338 p. ; 25 cm.
Disciplina	146.4
Soggetti	Conoscenza - Fondamento
Collocazione	CC 146.4 DEL
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr. UNINA9910438332603321

Autore	Sullivan Peter
Titolo	Teaching with Tasks for Effective Mathematics Learning / / by Peter Sullivan, Doug Clarke, Barbara Clarke
Pubbl/distr/stampa	New York, NY : , : Springer New York : , : Imprint : Springer, , 2013
ISBN	9786613936851 9781283624404 1283624400 9781461446811 1461446813
Edizione	[1st ed. 2013.]
Descrizione fisica	1 online resource (213 p.)
Collana	Mathematics Teacher Education, , 2543-0017 ; ; 9
Altri autori (Persone)	ClarkeDoug ClarkeBarbara
Disciplina	510.712
Soggetti	Mathematics - Study and teaching Teachers - Training of Mathematics Education Teaching and Teacher Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa

Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Researching Tasks in Mathematics Classrooms -- 2. Perspectives on Mathematics, Learning and Teaching -- 3. Tasks and Mathematics Learning. 4. Using Purposeful Presentational Tasks -- 5. Using Mathematical Tasks Arising from Contexts -- 6. Using Content-Specific Open-Ended Tasks -- 7. Moving from the Task to the Lesson: Pedagogical Practices and other Issues -- 8. Constructing a Sequencing of Lessons -- 9. Students' Preferences for Different Types of Mathematics Tasks -- 10. Students Perceptions of Characteristics of Desired Mathematics Lessons -- 11. Contrasting Types of Tasks: A Story of Three Lessons. - 12. Conclusions -- 13. A Selection.
Sommario/riassunto	Using classroom mathematics tasks to support student learning is the topic of this timely volume. Employing research-based data, the authors focus on teacher practice as well as teacher and student learning and knowledge creation to demonstrate the use of mathematics tasks which promote effective student understanding. Unique in the field, the book provides a thorough, comprehensive guide to the nature of tasks for researchers, teacher educators, curriculum designers, administrators and teachers. Chapters on the effective implementation of mathematics tasks in the classroom, distinct pedagogical concepts related to teaching with mathematics tasks, and sample lessons that clearly demonstrate successful uses for mathematics tasks in the classroom are included. The book is designed to provide a mix of cutting-edge data on task use with concrete examples of successful tasks and implementation tactics. All of the lesson plans and illustrative examples provided have been extensively evaluated and tested in actual learning situations and feature specific suggestions for combating student difficulties and promoting solution pathways. This is a book that is essential for anyone hoping to understand both the importance of mathematics tasks for enhancing student learning and ways in which mathematics tasks can be applied in the classroom to achieve learning goals and objectives. .