



Habtamu Shenkut

Teachers' Perception, Knowledge And Use Modeling For Teaching



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Teachers Perception Knowledge And Use Modeling For Teaching

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Teachers Perception Knowledge And Use Modeling For Teaching:

Teachers' Perception, Knowledge And Use Modeling For Teaching Habtamu Shenkut, 2014 This work was intended to access teachers' perceptions and statistical knowledge for teaching statistics using modeling in secondary schools. The data were collected from secondary school mathematics teachers in Addis Ababa, Ethiopia. Questionnaire and interview were instruments employed for data collection. Thus, the findings indicated that most respondents have positive perceptions for teaching statistics topics. Other main finding was teachers' statistical knowledge. The results indicated that a minority of teachers haven't necessary statistical knowledge for teaching statistical topics. Because in my country Ethiopia, mathematics teachers were trained to teach mathematics rather than statistics and they were took sometimes one introductory statistic course. But in secondary schools mathematics book there are some statistical topics to be taught. It was also found that teachers didn't use modeling when they teach those topics because of different challenges like teacher's knowledge, time, motivation, facilities and students' background knowledge.

Modeling Students' Mathematical Modeling Competencies Richard Lesh, Peter L. Galbraith, Christopher R. Haines, Andrew Hurford, 2013-03-17 Modeling Students' Mathematical Modeling Competencies offers welcome clarity and focus to the international research and professional community in mathematics, science and engineering education as well as those involved in the sciences of teaching and learning these subjects.

Educational Research and Innovation: Teaching as a Knowledge Profession Studying Pedagogical Knowledge across Education Systems OECD, 2021-10-14 What knowledge do teachers need for 21st century teaching? Today teachers have an important role in guiding and shaping students' use of digital tools and optimising the educational benefits of their digital experiences.

Resources in Education, 2001 **Content Knowledge in English Language Teacher Education** Darío Luis Banegas, 2020-02-20 Content Knowledge in English Language Teacher Education provides original professional experiences and research accounts of teaching language in the specific context of English language teacher education programmes in diverse international settings with contributions from Argentina, Australia, Chile, China, Ecuador, Japan, Mexico, the USA and Turkey. The volume focuses on how teacher educators plan and deliver modules which help future teachers understand English as a system and develop English language proficiency. The contributors describe and analyse their professional practices in designing, delivering and evaluating modules or courses on understanding the English language as a system, i.e. content knowledge exploring the teaching of elements such as phonetics, phonology, grammar, pragmatics, philology and discourse analysis. In addition, they draw on their vast professional experience to explore how to successfully develop competence and language skills in English so that teachers can become models and proficient users of the language for their students. The contributions range from more historical and functionally linguistic focused chapters to more sociocultural explorations of teaching English to future teachers including interculturality, multilingualism, World Englishes, critical thinking skills, academic writing and literacy through literature. The accounts shed light on the diverse

practices of educators from many different countries contexts and cultural and linguistic backgrounds drawing links between policy and practice to locate much of English language teacher education and curriculum development outside the so called inner circle of native English language speaking contexts practitioners and researchers

Artificial Intelligence Literacy in Higher Education Imre Fekete, 2025-07-08 This book explores the concept of artificial intelligence AI literacy within higher education addressing both instructors and students preparedness to engage with AI technologies responsibly and effectively By synthesising existing frameworks and empirical studies alongside presenting two original research studies the book bridges theoretical foundations with practical applications tailored for modern educational contexts Practical recommendations include methods to develop AI literacy skills focusing on ethical awareness technological competence and the potential for AI to enhance teaching and learning processes Aimed at higher education instructors stakeholders and students the book offers actionable insights and tools for fostering informed and critical engagement with AI aligned with lifelong learning goals and professional development needs

Understanding Science Teachers' Professional Knowledge Growth Michel Grangeat, 2015-12-09 Science education has to be improved in order to become more responsive to the needs of society confronted with a rapidly changing world Bringing science teaching up to a higher level is a key factor in this endeavour The authors of this book think about teachers as part of the immediate and large communities and systems in which they function They consider the development of teachers professional knowledge as a continuous process that depends on the communities they are committed to and participate in the discipline they are teaching the social context in which they perform the instruments made available in their environment and their day to day classroom experience From this perspective each teacher learns in an individual way but cannot learn without relying on their colleagues and other partners Such professional knowledge is partly tacit and explicit and thus possessed by teachers experts and researchers Coordinating activity theory and models of pedagogical content knowledge PCK the book provides a better understanding of the growth of science teacher professional knowledge The chapters are organised around shared perspectives and themes and based on research findings The emerging model can inform pre service teacher educators researchers and students The book results from exchanges and symposia during international conferences ECER ESERA and from a two day seminar held at Universit Grenoble Alpes in March 2015

Unpacking Technological Pedagogical Content Knowledge for Classroom Practice Colin Lu, Wenli Chen, 2025-08-10 This book immerses readers in an illuminating exploration of Technological Pedagogical Content Knowledge TPACK within the context of professional development for educators Based on a systematic examination of classroom realities this research intensive book delves into the intricate interplay between teachers perceived TPACK proficiency their lesson design and the actual enactment of these lessons It emphasizes the role of TPACK in empowering teachers to integrate Information and Communication Technology ICT effectively into their pedagogical practices thereby enhancing 21st Century Competencies 21CC in students This book seeks to unravel the

alignment or potential misalignment between educators self assessed TPACK levels and the practical application of TPACK principles in the classroom It provides nuanced insights into the strategies employed by teachers drawing from authentic classroom experiences These insights serve as a bridge between TPACK theory and its effective integration into instructional practices Engaging and thought provoking the various chapters invite readers on an academic journey that unearths practical insights and actionable strategies for enriching the educational experience in the digital era This book represents a vital resource for educators researchers and policymakers dedicated to advancing technology integration in educational settings It also extends its benefits to educators who have engaged in TPACK design scaffold professional development and those keen on navigating the dynamic landscape of pedagogy content and technology Teacher Thinking, Beliefs and Knowledge in Higher Education N. Hativa,Jeffrey Goodyear,2012-12-06 This volume addresses the important problem of understanding good university teaching and focuses on the thinking beliefs and knowledge which accompany teachers actions It is the first book to address this area and it promises to become a landmark volume in the field helping us to understand a complex area of human activity and improve both teaching and learning It is for education researchers staff faculty developers and educational developers *Pedagogies of Compassion and Care in Education* Rahmat, Mindith R.,Osborne, Amy,2024-12-13 Educators worldwide grapple with fostering meaningful connections in increasingly digital and fast paced learning environments The rapid evolution of technology presents unique challenges often distancing teachers from students and inhibiting empathetic engagement Pedagogies of Compassion and Care in Education provides a holistic solution to this pressing issue This groundbreaking book comprehensively environments Drawing on education psychology and counseling research it equips educators with practical strategies to transform their teaching methods The book is a vital resource for educators seeking to integrate compassion and care into their teaching practices This book offers a roadmap for fostering supportive and nurturing learning environments in a world characterized by rapid change technological advancements and heightened socio emotional challenges It invites contributions from educators researchers and practitioners across all levels of education encouraging a diverse range of perspectives By showcasing theoretical insights and practical approaches including case studies and empirical research the book empowers educators to implement innovative pedagogies of care in their classrooms **The Role of Knowledge Brokers in Education** Joel Malin,Chris Brown,2019-07-25 This ground breaking book comprehensively addresses an area of major and sustained concern how to improve the use of research evidence and enhance educators research engagement as a route to the improvement of educational practice It focuses on the topic of knowledge brokering and mobilization in education and its role in fostering evidence informed practice Divided into three sections each addressing a different role of knowledge mobilizers the book is based in clear evidentiary grounding The chapters Explore payoffs and challenges of connecting research to practice Provide recommendations in relation to practice and decision making Present organized and professionally enhancing tools strategies

and insights Written by internationally recognized leaders and expert contributors The Role of Knowledge Brokers in Education brings together extensive and global perspectives in an accessible yet comprehensive volume This book is an invaluable resource for educational leaders worldwide who are interested in using or generating research for school improvement as well as researchers academics and students in schools of education

Exploring the Mathematical Education of Teachers Using TEDS-M Data Maria Teresa Tatto,Michael C. Rodriguez,Wendy M. Smith,Mark D.

Reckase,Kiril Bankov,2018-08-16 This book uses the publicly available TEDS M data to answer such questions as How does teacher education contribute to the learning outcomes of future teachers Are there programs that are more successful than others in helping teachers learn to teach mathematics How does the local and national policy environment contribute to teacher education outcomes It invites readers to explore these questions across a large number of international settings The importance of preparing future mathematics teachers has become a priority across many nations Across the globe nations have allocated resources and expertise to this endeavour Yet in spite of the importance accorded to teacher education not much is known about different approaches to preparing knowledgeable teachers and whether these approaches do in fact achieve their purpose The Mathematics Teacher Education and Development Study TEDS M is the first and to date the only cross national study using scientific and representative samples to provide empirical data on the knowledge that future mathematics teachers of primary and secondary school acquire in their teacher education programs The study addresses the central importance of teacher knowledge in learning to teach mathematics by examining variation in the nature and influence of teacher education programs within and across countries The study collected data on teacher education programs structure curriculum and opportunities to learn on teacher educators characteristics and beliefs and on future mathematics teachers individual characteristics beliefs and mathematics and pedagogical knowledge across 17 countries providing a unique opportunity to explore enduring questions in the field

International Horizons in Mathematics Modelling Education

Toshikazu Ikeda,Akihiko Saeki,Vince Geiger,Gabriele Kaiser,2025-08-09 This edited volume provides an extensive overview of the recent strides in global modelling education It examines the interplay between modelling education and various dimensions of the educational landscape Firstly it delves deeply into the intersection of modelling education with interdisciplinary STEM education teacher education lesson study engineering problem solving and posing and creativity Moreover the book places a strong emphasis on the integration of modelling education with foundational mathematical concepts including algebra geometry functions and statistics demonstrating their integral role across elementary secondary and tertiary levels of mathematics education Furthermore the book delves into the specific issues and considerations that shape modelling education It addresses critical pedagogical aspects the integration of technology and cultural and contextual considerations In essence this book stands as a comprehensive guide that not only surveys the recent advances in global modelling education but also offers invaluable insights and practical guidance

Investigating Complex Phenomena:

Bridging between Systems Thinking and Modeling in Science Education Tom Bielik,Moritz Krell,Laura Zangori,Orit Ben Zvi Assaraf,2023-11-15 Understanding the complexity of the natural world and making sense of phenomena is one of the main goals of science and science education When investigating complex phenomena such as climate change or pandemic outbreaks students are expected to engage in systems thinking by considering the boundaries of the investigated system identifying the relevant components and their interactions and exploring system attributes such as hierarchical organization dynamicity feedback loops and emergence Scientific models are tools that support students reasoning and understanding of complex systems and students are expected to develop their modeling competence and to engage in the modeling process by constructing testing revising and using models to explain and predict phenomena Computational modeling tools for example provide students with the opportunity to explore big data run simulations and investigate complex systems Therefore both systems thinking and modeling approaches are important for science education when investigating complex phenomena

Education and Technology in Sciences Klinge Orlando Villalba-Condori,Agustín Aduríz-Bravo,Jari Lavonen,Lung-Hsiang Wong,Tzu-Hua Wang,2020-04-08 This book constitutes the refereed proceedings of the First International Congress on Education and Technology in Sciences CISETC 2019 held in Arequipa Peru in December 2019 The 12 full papers presented in the volume were carefully reviewed and selected from 96 submissions The papers are focused on the two main topics pedagogical practice in the sciences focused specifically on science education and complementary aspects of science teaching which considers all the elements that can contribute to science education

Organizational Commitment and Knowledge Sharing in Contemporary Companies Anna Wziątek-Staśko,Regina Lenart-Gansiniec,Izabela Michalik,2022-03-08 When evaluating the success of an organization the value of employees organizational commitment and the process of knowledge sharing among staff must be considered As illustrated in this volume these two concepts are key conditions for organizational success in the contemporary world This book explores the concept of organizational commitment what it is and how to use and understand the value in knowledge management and sharing for both employees and organizations as a whole A profound analysis of the global literature exposes organizational commitment and knowledge sharing as key determinants of the effectiveness of the organization management process including human capital management While much space in the literature on the subject is devoted to the exploration of the above mentioned concepts treated as categories subject to separate analysis the diagnosis and analysis of the relationship between them should be treated as a poorly recognized process This book fills a research gap providing a theoretical foundation and important information on organizational commitment and knowledge sharing highlighting the relationship between both research categories It will be of interest to researchers academics practitioners and students in the fields of human resource management leadership and organizational studies

Proceedings of the 18th European Conference on Games Based Learning Kristine Kilsa,Rajiv Vaid Basaiawmoit,2024

Model-Centered Learning Lingguo Bu,Robert Schoen,2012-01-01

Model Centered Learning Pathways to Mathematical Understanding Using GeoGebra is the first book to report on the international use of GeoGebra and its growing impact on mathematics teaching and learning. Supported by new developments in model centered learning and instruction, the chapters in this book move beyond the traditional views of mathematics and mathematics teaching, providing theoretical perspectives and examples of practice for enhancing students' mathematical understanding through mathematical and didactical modeling. Designed specifically for teaching mathematics, GeoGebra integrates dynamic multiple representations in a conceptually rich learning environment that supports the exploration, construction, and evaluation of mathematical models and simulations. The open source nature of GeoGebra has led to a growing international community of mathematicians, teacher educators, and classroom teachers who seek to tackle the challenges and complexity of mathematics education through a grassroots initiative using instructional innovations. The chapters cover six themes: 1. the history, philosophy, and theory behind GeoGebra; 2. dynamic models and simulations; 3. problem solving and attitude change; 4. GeoGebra as a cognitive and didactical tool; 5. curricular challenges and initiatives; 6. equity and sustainability in technology use. This book should be of interest to mathematics educators, mathematicians, and graduate students in STEM education and instructional technologies.

Advancing Research on Teachers' Professional Vision: Implementing novel Technologies, Methods and Theories Christian Kosel, Tina Seidel, Christian Hartmann, Ann-Sophie Grub, 2024-07-25. A classroom full of students can be overwhelming for teachers. It is critical that teachers are able to filter and meaningfully interpret the relevant information in this complex scenario. Much of this filtering and interpretation occurs through selective visual perception. Over the last decade, a rapidly growing number of studies in empirical educational research used eye tracking to investigate teachers' selective visual perceptual processes in the classroom. Theoretically, visual attention and perception are often conceptualized as knowledge-based noticing coupled with knowledge-based reasoning about what is visually perceived. Recent eye tracking studies have shown that experienced teachers, in particular, show improved selective attention of classroom events through faster detection of relevant information and improved monitoring of learning-relevant situations. Researchers agree that a critical driver of selective attention processes is the professional knowledge, declarative, procedural, and metacognitive, of experienced teachers, which controls selective perceptual processes in a top-down process. The findings are significant and provide important insights for research on teacher professionalization.

Handbook of Research on Cross-Cultural Online Learning in Higher Education Keengwe, Jared, Kungu, Kenneth, 2019-04-01. Online learning has been touted as one way of reducing the cost of higher education while simultaneously addressing the increasing demand for educational opportunity and providing access to hitherto left-out populations. Many universities are defying tradition by offering completely online degrees for global participants. As such, research is needed to improve the design of online and virtual learning environments to ensure that they are inclusive and culturally adaptive for the global education marketplace. *The Handbook of Research on Cross Cultural Online Learning* in

Higher Education shares paradigms perspectives insights challenges and best practices for the instructional design and delivery of cross cultural adult web based learning experiences and examines adult learner characteristics and competencies critical for the design of these applications The content within this publication covers trending topics including virtual learning culturally adaptive environments and online education and is intended for instructional designers faculty administrators students and researchers

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