
Mobile Learning And Mathematics

Mobile Learning Design

Proceedings of the International Conference on Mobile Learning 2014. (10th, Madrid, Spain, February 28-March 2, 2014)

Blended Learning: Concepts, Methodologies, Tools, and Applications

Learning Mathematics in a Mobile App-Supported Math Trail Environment

Mobile Learning

Handbook of Research on Mobile Learning in Contemporary Classrooms

Mobile Learning

Mobile Learning and STEM

Mobile Learning

Mobile Learning Applications in Early Childhood Education

Mobile Learning and Early Age Mathematics

The Impact of the 4th Industrial Revolution on Engineering Education

Refining Current Practices in Mobile and Blended Learning: New Applications

Uses of Technology in Primary and Secondary Mathematics Education

Technology-Enhanced Learning

Mobile Learning and Mathematics

Mobile Technologies and Augmented Reality in Open Education

Mobile and Blended Learning Innovations for Improved Learning Outcomes

Integrating Touch-Enabled and Mobile Devices into Contemporary Mathematics Education

Mathematics Education for a New Era

Theorising and Implementing Mobile Learning

Mobile Learning (m-learning) Concepts, Characteristics, Methods, Components

Cases on Technology Integration in Mathematics Education

Handbook of Mobile Learning

Active Learning in the Mathematics Classroom, Grades 5-8

Intensifying Mathematics Interventions for Struggling Students

Mobile as Mainstream - Towards Future Challenges in Mobile Learning

Internet of Things, Infrastructures and Mobile Applications

New Approaches in Mobile Learning for Early Childhood Education

Mathematics for Machine Learning

Using Mobile Technologies in the Teaching and Learning of Mathematics

Mobile Makes Learning Free

Integrated Mobile Learning System (IMLS)

Cross-Cultural Design of Mobile Mathematics Learning Service for South African Schools

Mobile Learning

Mobile Math

Distance Learning, E-Learning and Blended Learning in Mathematics Education

Technology-enabled Mathematics Education

The Evolution of Mobile Teaching and Learning

Mobile Learning

Mobile Learning And Mathematics
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LAMBERT MELENDEZ

Mobile Learning Design

Springer Nature

Mobile technologies

influence the way that we

interact with the world,

the way that we live. We

use them for

communication,

entertainment,

information and research.

In education settings,

there has been

substantial investment in

mobile devices, often

without a concomitant

investment in developing

pedagogy and practices.

With mobile technologies

evolving rapidly, and the

number of educational

apps growing, there is a

need for research into

how they facilitate

mathematics learning.

Such research is of

particular importance

regarding how such

devices may be used to

open up new ways of

envisaging mathematics

and mathematics

education, and to help

develop conceptual rather

than procedural or

declarative knowledge.

This volume draws upon

international research and

reports on a range of

research projects that

have incorporated mobile

technologies for

mathematics education. It presents research on the use of mobile

technologies, such as

iPads, iPods, iPhones,

Androids, and Tablets,

across a diverse range of

cultures, year levels and

contexts. It examines the

ways in which mobile

technologies, including

apps, might influence

students' engagement,

cognition, collaboration

and attitudes, through the

reshaping of the learning

experience. In addition,

the book presents

appropriate ways to

integrate mobile

technologies into teaching

and learning programmes.

It is a significant reference

book for those involved

with teaching

mathematics or using

mobile technologies in

education, while also

offering insights and

examples that are

applicable to the use of

digital technologies in

education generally.

Proceedings of the

International Conference

on Mobile Learning 2014.

(10th, Madrid, Spain,

February 28-March 2,

2014) IGI Global

Mobile Learning and

Mathematics provides an

overview of current

research on how mobile

devices are supporting

mathematics educators in

classrooms across the

globe. Through nine case

studies, chapter authors

investigate the use of

mobile technologies over

a range of grade levels

and mathematical topics,

while connecting chapters

provide a strong

foundational background

in mobile learning

theories, instructional

design, and learner

support. For current

educators, *Mobile*

Learning and Mathematics

provides concrete ideas

and strategies for

integrating mobile

learning into their

mathematics

instruction—for example,

by sharing resources that

will help implement

Common Core State

Standards, or by

streamlining the process

of selecting from the

competing and often

confusing technology

options currently

available. A cutting edge

research volume, this

collection also provides a

springboard for

educational researchers

to conduct further study.

Blended Learning:

Concepts,

Methodologies, Tools,

and Applications UNJ

PRESS

Penggunaan smartphone

yang semakin tinggi

setiap tahunnya

membuktikan bahwa

teknologi telah masuk ke

dalam sektor kehidupan manusia. Awalnya, smartphone dianggap barang mewah karena harganya yang mahal serta hanya dimiliki oleh beberapa kalangan tertentu saja, namun saat ini berbeda. Semua orang dari muda sampai tua, dari pekerja bawah hingga pekerja atas, memiliki smartphone meskipun dengan tipe dan merk yang berbeda. Bahkan satu orang dapat memiliki lebih dari satu smartphone, hal ini dapat dilihat dari survei pengguna smartphone yang dilakukan oleh Hootsuite (We are Social) bulan Februari tahun 2022. Buku ini memberikan pemahaman mengenai Integrated Mobile Learning System (IMLS) dalam upaya melatih literasi sains pada siswa sekolah dasar sehingga memadukan antara konsep belajar formal dan informal. Teknologi bukan untuk ditakuti tetapi harus dipelajari, meskipun semua individu memiliki lama waktu yang berbeda untuk menguasainya, tidak ada kemustahilan bahwa teknologi tidak dapat dipelajari. Namun, kehadiran buku teks ini tidak dapat dianggap sebagai satu-satunya sumber belajar karena

dengan semakin banyaknya referensi sumber, wawasan guru maupun siswa akan semakin luas dan kaya pengetahuan. Buku teks ini hanya memberikan landasan dalam pengembangan IMLS yang memadukan belajar formal dan informal dalam melatih literasi sains siswa sekolah dasar. *Learning Mathematics in a Mobile App-Supported Math Trail Environment* IGI Global
The ability to develop engaging simulations and constructive learning experiences using mobile devices is unprecedented, presenting a disruption in educational practices of historical proportions. In this paper we describe some of the unique virtues that mobile learning hold for early age mathematics education. In particular, we describe how object-based learning, any place/anywhere learning, collaborative learning, gamified learning, customized learning, and adaptive learning, come to play in our work on "SlateMath." SlateMath is a richly indexed portfolio of hundreds of instructional units, designed to support the teaching and learning of mathematics at the

elementary school level (kindergarten through sixth grade) using mobile devices. SlateMath is cross-platform, multi-lingual, and freely available for schools and teachers world-wide. [For the complete proceedings, see ED557171.]. *Mobile Learning* Springer
Mobile and other internet-connected devices infiltrate society, including K-12 classrooms. A large body of research indicated that these devices might distract students; however, other studies have revealed many benefits when the devices are used for educational purposes. This study aimed to examine the relationships between the use of mobile devices and student performance in mathematics (MA) and English Language Arts (ELA). The study compared two districts, one that had implemented a 1:1 technology infrastructure for learning and one that had not. Archival data on the Mississippi Academic Assessment Program (MAAP) standardized test were accessed from the two districts, containing fourth-grade students' MA and ELA scores from the assessment. Additional

data included students' gender and i-Ready diagnostic test scores in the 1:1 technology district. One-way analysis of variance (ANOVA) tests revealed that MAAP MA scores were significantly higher for students in the 1:1 technology district than for students in the non-technology district. However, no difference was found in students' ELA scores. A Pearson's rho correlation analysis indicated a significant association between i-Ready and MAAP MA and ELA scores for students in the 1:1 technology district. Linear regression analysis revealed that gender explained a small but significant variance in MAAP ELA scores across the two districts. The study provided mixed results for using mobile devices for student learning. Students may benefit more from mobile technology in mathematics than in ELA, possibly because specific mathematics skills can be isolated, taught, and practiced using technology. Additionally, because this study took place during the COVID-19 pandemic, future research should attempt to focus on mobile technology and its presence post-COVID-19.

Finally, more research should explore making the most effective use of technology solutions to support student learning. *Handbook of Research on Mobile Learning in Contemporary Classrooms* Routledge

In recent years, there has been a renewed focus on STEM education in the United States, fueled by evidence that young learners' competencies in science, technology, engineering, and mathematics are falling behind those of their global peers. Scholars and practitioners are beginning to utilize the new pedagogical opportunities offered by mobile learning to improve the successes of teachers and K-12 students across STEM subjects. *Mobile Learning and STEM: Case Studies in Practice* is a comprehensive collection of case studies that explore mobile learning's support of STEM subjects and that utilize mobile technology to facilitate unique and effective K-12 teaching and learning experiences. In addition to its focus on STEM achievement for researchers, this volume is a resource for teachers working to implement mobile learning initiatives

into their classrooms. *Mobile Learning and STEM* also includes research that is applicable to classrooms in nations around the world, where few students from underrepresented racial and socioeconomic backgrounds are entering into STEM jobs.

Concluding with a summary of its research and its implications to future scholarship and practice, this book is a springboard for practitioners, specialists, higher education instructors, and researchers who want to establish better practices in schools and raise student achievement in STEM subjects.

Mobile Learning CRC Press

This book provides international perspectives on the use of digital technologies in primary, lower secondary and upper secondary school mathematics. It gathers contributions by the members of three topic study groups from the 13th International Congress on Mathematical Education and covers a range of themes that will appeal to researchers and practitioners alike. The chapters include studies on technologies such as virtual manipulatives,

apps, custom-built assessment tools, dynamic geometry, computer algebra systems and communication tools. Chiefly focusing on teaching and learning mathematics, the book also includes two chapters that address the evidence for technologies' effects on school mathematics. The diverse technologies considered provide a broad overview of the potential that digital solutions hold in connection with teaching and learning. The chapters provide both a snapshot of the status quo of technologies in school mathematics, and outline how they might impact school mathematics ten to twenty years from now.

Mobile Learning and STEM
IGI Global

Stanford mathematician and NPR Math Guy Keith Devlin explains why, fun aside, video games are the ideal medium to teach middle-school math. Aimed primarily at teachers and education researchers, but also of interest to game developers who want to produce videogames for mathematics education, *Mathematics Education for a New Era: Video Games as a Med*

Mobile Learning

Springer

The book provides new conceptual frameworks to understand good practice in the field of mobile learning. The book fills a gap in the current literature by drawing on examples of best practice from leading schools in the United States, Canada and Australia. The author visited thirty educational sites and interviewed over 100 eminent teachers, principals, district superintendents and academics in the three aforementioned countries to study the implementation of mobile devices such as smartphones and tablets in teaching and learning. During that period evidence and exemplars on issues that currently challenge educators worldwide such as modern pedagogies, digital citizenship, institutional change, equity and professional development were collected. The book presents a large number of case studies illustrating an effective integration of mobile learning and other technologies into the curriculum. The contents include topics that are at the core of current attempts by educators to meet the demands of 21st

century learning. The book - Addresses issues related to the delivery of mobile learning (e.g., smartphones, tablets) - Presents real life scenarios from leading practitioners in the United States, Canada and Australia - Introduces a four?conversion model for whole?school school transformation - Provides principals with practical strategies to create effective communities of practice - Provides teachers with best practice examples and recommendations for using mobile devices in teaching and learning - Suggests practical activities and insights as to how to implement digital citizenship in schools

Mobile Learning Applications in Early Childhood Education
Springer

Winner of the AECT Division of Distance Learning (DDL) Distance Education Book Award! This handbook provides a comprehensive compendium of research in all aspects of mobile learning, one of the most significant ongoing global developments in the entire field of education. Rather than focus on specific technologies, expert authors discuss

how best to utilize technology in the service of improving teaching and learning. For more than a decade, researchers and practitioners have been exploring this area of study as the growing popularity of smartphones, tablets, and other such devices, as well as the increasingly sophisticated applications for these devices, has allowed educators to accommodate and support an increasingly mobile society. This handbook provides the first authoritative account of the theory and research that underlies mobile learning, while also exemplifying models of current and future practice.

Mobile Learning and Early Age Mathematics IGI

Global

Mobile Learning: The Next Generation documents the most innovative projects in context-aware mobile learning in order to develop a richer theoretical understanding of learning in modern mobile-connected societies. Context-aware mobile learning takes advantage of cell phone, mobile, and pervasive personal technologies to design learning experiences that exploit the richness of both

indoor and outdoor environments. These technologies detect a learner's presence in a particular place, the learner's history in that place or in relation to other people and objects nearby, and adapt learning experiences accordingly, enabling and encouraging learners to use personal and social technologies to capture aspects of the environment as learning resources, and to share their reactions to them. The Impact of the 4th Industrial Revolution on Engineering Education Springer

This book gathers papers presented at the 22nd International Conference on Interactive Collaborative Learning (ICL2019), which was held in Bangkok, Thailand, from 25 to 27 September 2019. Covering various fields of interactive and collaborative learning, new learning models and applications, research in engineering pedagogy and project-based learning, the contributions focus on innovative ways in which higher education can respond to the real-world challenges related to the current transformation in the development of education. Since it was

established, in 1998, the ICL conference has been devoted to new approaches in learning with a focus on collaborative learning. Today, it is a forum for sharing trends and research findings as well as presenting practical experiences in learning and engineering pedagogy. The book appeals to policymakers, academics, educators, researchers in pedagogy and learning theory, school teachers, and other professionals in the learning industry, and further and continuing education.

Refining Current Practices in Mobile and Blended Learning: New Applications IGI Global

This book focuses on mobile learning design from both theoretical and practical perspectives. It introduces and discusses how mobile learning can be effectively integrated into curricula, highlighting the design of four key components of learning-centric pedagogy: Resource, Activity, Support and Evaluation in the context of mobile learning. It also investigates the learning theories underpinning mobile learning design, and includes case studies in different contexts. It

provides practical insights that allow teachers to change and transform teaching practices using mobile technology. Anyone involved in mobile-technology enhanced learning and teaching will find this book both informative and useful.

Uses of Technology in Primary and Secondary Mathematics Education
Informing Science

This brief presents the results of a study on the development of the mobile app-supported math trail program for learning mathematics. This study is a part of the MathCityMap-Project, a project of the MATIS I Team from IDMI Goethe-Universität Frankfurt, Germany, that comprises math trails around the city that are supported by the use of GPS-enabled mobile phone technology. The project offers an activity that is designed to support students in constructing their own mathematical knowledge by solving the prepared mathematical tasks on the math trail and interacting with the environment, including the digital environment. The brief focuses specifically on the development of a model for a mobile app-

supported math trail programme and the implementation of this programme in Indonesia. It offers both an empirical exploration of its implementation as well as critical assessment of students' motivation in mathematics, their own performance, as well as teachers' mathematics beliefs. It concludes with a future-forward perspective by recommending strategies for implementation in schools, among the general public of the existing math trails (including its supporting tool). It also discusses strategies for developing and designing new trails and suggests further research in other geographical regions and contexts for continued project development and implementation. Learning Mathematics in a Mobile App-Supported Math Trail Environment articulates an innovative and exciting future for integrating real mathematical tasks and geographic and digital environment into effective mathematics education. *Technology-Enhanced Learning* Springer This book focuses on teaching and learning with mobile technologies, with a particular emphasis on school and teacher

education contexts. It explains a robust, highly-acclaimed contemporary mobile pedagogical framework (iPAC) that focuses on three distinct mobile pedagogies: personalisation, authenticity and collaboration. The book shows how mobile pedagogical practice can benefit from use of this framework. It offers numerous cutting-edge research resources and examples that supplement theoretical discussions. It considers directions for future research and practice. Readers will gain insights into the potential of current and emerging learning technologies in school and teacher education. *Mobile Learning and Mathematics* Cambridge University Press Technology-enabled Mathematics Education explores how teachers of mathematics are using digital technologies to enhance student engagement in classrooms, from the early years through to the senior years of school. The research underpinning this book is grounded in real classrooms. The chapters offer ten rich case studies of mathematics teachers

who have become exemplary users of technology. Each case study includes the voices of leaders, teachers and their students, providing insights into their practices, beliefs and perceptions of mathematics and technology-enabled teaching. These insights inform an exciting new theoretical model, the Technology Integration Pyramid, for guiding teachers and researchers as they endeavour to understand the complexities involved in planning for effective teaching with technology. This book is a unique resource for educational researchers and students studying primary and secondary mathematics teaching, as well as practising mathematics teachers.

Mobile Technologies and Augmented Reality in Open Education

Guilford Publications
Mobile technologies combined with an interdisciplinary approach to knowledge and organization of learning experiences that are meaningful to children could create a creative and interactive learning environment different from that of traditional teaching. Making good

use of mobile learning with appropriate devices will increase the learning motivations of the students and help them bring about positive performance. Mobile Learning Applications in Early Childhood Education is a collection of innovative research on the methods and applications of mobile learning techniques and strategies within diversified teaching settings. While highlighting topics including computational thinking, ubiquitous learning, and social development, this book is ideally designed for researchers, teachers, parents, curriculum developers, instructional designers, academicians, students, and practitioners seeking current research on the application of mobile technology within child education.

Mobile and Blended Learning Innovations for Improved Learning Outcomes Routledge
Deepen students' understanding of math concepts through active involvement! Engaging students directly in creative learning experiences is the basis of author Hope Martin's approach for re-energizing

mathematics instruction. *Active Learning in the Mathematics Classroom, Grades 5-8, Second Edition* offers attention-grabbers such as Algebra Jokes, The M&M Mystery, How Long Would It Take to Walk to China?, and Gummi Worms to help students use mathematics as a powerful problem-solving tool, gain meaningful understandings of key concepts, and effectively communicate their mathematical thinking. Presenting a generous collection of student activities aligned with the five NCTM content standards, this revised edition of *Multiple Intelligences in the Mathematics Classroom* features A new chapter addressing algebra concepts Reproducible student pages for each activity Journaling questions to engage students in writing about mathematics Specific Web site resources With step-by-step directions, suggestions, tips, and variations for implementation, this updated text provides a rich instructional resource for teachers, mathematics specialists, and curriculum directors. Integrating Touch-Enabled and Mobile Devices into

Contemporary
Mathematics Education
IAP

This book builds on current and emerging research in distance learning, e-learning and blended learning. Specifically, it tests the boundaries of what is known by examining and discussing recent research and development in teaching and learning based on these modalities, with a focus on lifelong mathematics learning and teaching. The book is organized in four sections: The first section focuses on the incorporation of new technologies into mathematics classrooms through the construction or use of digital teaching and learning platforms. The second section presents a wide range of perspectives on the study and implementation of different tutoring systems and/or computer assisted math instruction. The third section presents four new innovations in

mathematics learning and/or mathematics teacher education that involve the development of novel interfaces' for communicating mathematical ideas and analyzing student thinking and student work. Finally, the fourth section presents the latest work on the construction and implementation of new MOOCs and rich media platforms developed to carry out specialized mathematics teacher education.

Mathematics Education for a New Era Corwin Press

The fundamental mathematical tools needed to understand machine learning include linear algebra, analytic geometry, matrix decompositions, vector calculus, optimization, probability and statistics. These topics are traditionally taught in disparate courses, making it hard for data science or computer science students, or professionals, to efficiently learn the

mathematics. This self-contained textbook bridges the gap between mathematical and machine learning texts, introducing the mathematical concepts with a minimum of prerequisites. It uses these concepts to derive four central machine learning methods: linear regression, principal component analysis, Gaussian mixture models and support vector machines. For students and others with a mathematical background, these derivations provide a starting point to machine learning texts. For those learning the mathematics for the first time, the methods help build intuition and practical experience with applying mathematical concepts. Every chapter includes worked examples and exercises to test understanding. Programming tutorials are offered on the book's web site.