



A Study on Learning Progression of Mathematics Teaching Material with Big Idea—Take Probability as an Example

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Abstract. The curriculum standard for general high school in China puts forward the concept of subject as the core to promote the cultivation of students' core literacy. The mathematics teaching material is developed with a "big idea", and learning progression is based on the "big perspective" of students' cognitive development to complete the teaching structure. Taking the probability theme of mathematics material of the PEP edition as an example, this paper analyzes the material thoroughly, extracts the conceptual hierarchy, and constructs the learning progression model based on Jones's theory, to accurately grasp the changes in students' learning to think.

1 Foreword

China's curriculum standard for ordinary high school pointed out that select the subject content, attach importance to the core role of the subject concept, realize the structure of course content, lead by the content theme, and realize the context of course content. This content provides an important basis for the compilation of mathematics materials, and it is also an action guide to teaching.

The new curriculum reform is based on the development of students and truly embodies the student-centered. In the mathematics curriculum standard of ordinary high school, the mathematics learning evaluation pays more attention to the students' skills and the formation of the mathematics core literacy. The standards of academic quality are divided into different levels, which requires teachers to carry out teaching on the principle of progressiveness. In September 2019, the People's Education Press High School Mathematics material adopted the subject-centered curriculum design orientation and paid attention to the learning progression of mathematics knowledge content. Learning progression is a typical description of the learning path of a subject, which is usually a series of concepts centered on the core concepts. Learning progression links with teaching material and teaching, teachers comb out the big idea according to the mathematics curriculum standards and teaching material, then according to the hierarchical relationship between concepts, establish the "Steps" of students learning. This article takes the high school probability topic as an example and unifies the big idea by analyzing teaching material, to explore the learning progression in mathematics teaching.

Statistics And Probability Big Idea

Judy Anderson, Yeping Li



Statistics And Probability Big Idea:

Good Questions Marian Small, 2020-10-02 Now in its Fourth Edition with more than 50 new questions and a new chapter on financial literacy this bestselling resource helps experienced and novice teachers to effectively and efficiently differentiate mathematics instruction in grades K 8 Math education expert Marian Small shows teachers how to get started and become expert at using two powerful and universal strategies Open Questions and Parallel Tasks This edition is even easier for teachers to use in all quality state standards environments including direct links to content standards and standards for mathematical practice Parallel tasks and question examples are provided at each grade band K 2 3 5 and 6 8 Along with each example the text describes how teachers can evoke productive conversations that meet the needs of a broad range of learners A must read for every preservice and inservice teacher Carole Greenes professor emerita Arizona State University Small addresses the topic of open questions in a very accessible way I look forward to using this book the next time I teach Elementary Math Methods to teacher candidates Felicia Darling math instructor at Santa Rosa Junior College [The Assessment Challenge in Statistics Education](#) Iddo Gal, Joan B. Garfield, 1997 This book discusses conceptual and pragmatic issues in the assessment of statistical knowledge and reasoning skills among students at the college and precollege levels and the use of assessments to improve instruction It is designed primarily for academic audiences involved in teaching statistics and mathematics and in teacher education and training The book is divided in four sections 1 Assessment goals and frameworks 2 Assessing conceptual understanding of statistical ideas 3 Innovative models for classroom assessments and 4 Assessing understanding of probability [Resources for Preparing Middle School Mathematics Teachers](#) Cheryl Beaver, Laurie J. Burton, Maria Gueorguieva Gargova Fung, Klay Kruczek, 2013 Cheryl Beaver Laurie Burton Maria Fung Klay Kruczek editors Cover *More Good Questions* Marian Small, Amy Lin, 2022 Learn how to differentiate math instruction to help all students be successful learners in the secondary mathematics classroom Featuring 89 new questions this revised edition uses two powerful and universally applicable strategies Open Questions and Parallel Tasks to help teachers differentiate instruction with less difficulty and greater success This popular book shows teachers how to get started and become expert with these strategies demonstrating how to use more inclusive learning conversations to promote broader student participation and how to formatively assess understanding Strategies and examples are organized around Big Ideas and reference common standards With particular emphasis on algebra chapters also address number and operations geometry measurement including trigonometry and data analysis and probability Updated with many new examples and expanded guidelines for teachers to create their own open tasks and questions *More Good Questions* Second Edition is designed to allow students to respond from their own expertise level and to also come together as a math community for the conceptual conversation around a math problem Book Features Underscores the rationale for differentiating instruction DI with nearly 300 specific examples for grades 6 12 math Describes easy to implement strategies designed to overcome the

most common DI problems that teachers encounter Offers questions and tasks that teachers and coaches can adopt immediately or use as models to create their own along with scaffolding and consolidating questions Includes Teaching Tips sidebars and an organizing template at the end of each chapter to help teachers build new tasks and open questions Shows how to create a more inclusive classroom learning community with mathematical talk that engages participants from all levels PROFESSIONAL DEVELOPMENT Visit Marian Small s website onetwainfinity ca for in person and online professional development

Developing Deep Knowledge in Middle School Mathematics Sergei Abramovich,Michael L. Connell,2021-05-10 This textbook is for prospective teachers of middle school mathematics It reflects on the authors experience in offering various mathematics education courses to prospective teachers in the US and Canada In particular the content can support one or more of 24 semester hour courses recommended by the Conference Board of the Mathematical Sciences 2012 for the mathematical preparation of middle school teachers The textbook integrates grade appropriate content on all major topics in the middle school mathematics curriculum with international recommendations for teaching the content making it relevant for a global readership The textbook emphasizes the inherent connections between mathematics and real life since many mathematical concepts and procedures stem from common sense something that schoolchildren intuitively possess This focus on teaching formal mathematics with reference to real life and common sense is essential to its pedagogical approach In addition the textbook stresses the importance of being able to use technology as an exploratory tool and being familiar with its strengths and weaknesses In keeping with this emphasis on the use of technology both physical manipulatives and digital commonly available educational software it also explores e g the use of computer graphing software for digital fabrication In closing the textbook addresses the issue of creativity as a crucial aspect of education in the digital age in general and in mathematics education in particular

Understanding and Teaching Primary Mathematics in Australia Tony Cotton,Jess Greenbaum,Michael Minas,2022-08-30 Written by experienced teacher educator and author Tony Cotton and two Australian primary teachers Jess Greenbaum and Michael Minas Understanding and Teaching Primary Mathematics in Australia combines pedagogy and mathematics subject knowledge to build teachers confidence both in their mathematical subject knowledge and in their ability to teach mathematics effectively The book covers all the key areas of the Australian Curriculum for mathematics from teaching number and calculation strategies to exploring geometry and statistics There are also chapters that deal with the teaching of mathematics in the Early Years inclusive approaches to mathematics teaching and teaching mathematics using ICT Stimulating accessible and containing a wealth of practical ideas for use in the classroom Understanding and Teaching Primary Mathematics in Australia is an essential text for graduate and practicing teachers alike

Volume 2: Cases and Perspectives M. Kathleen Heid,Glendon W. Blume,2008-07-01 Published in Co operation with the National Council of Teacher of Mathematics According to NCTM s Principles and Standards for School Mathematics Technology is essential in teaching and learning of mathematics it influences the mathematics that is taught

and it enhances students learning How does research inform this clarion call for technology in mathematics teaching and learning In response to the need to craft appropriate roles for technology in school mathematics new technological approaches have been applied to the teaching and learning of mathematics and these approaches have been examined by researchers world wide The second volume has a dual focus cases and perspectives It features descriptive cases that provide accounts of the development of technology intensive curriculum and tools In these cases the writers describe and analyze various roles that research played in their development work and ways in which research curriculum development and tool development can inform each other These thoughtful descriptions and analyses provide documentation of how this process can and does occur The remaining chapters in the second volume address research related issues and perspectives on the use of technology in the teaching and learning of mathematics The lessons learned from the research presented in these volumes are lessons about teaching and learning that can be applied more broadly than solely in technological settings

Second Handbook of Research on Mathematics Teaching and Learning Frank K. Lester, 2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community s willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community

The Mathematics Enthusiast Bharath Sriraman, 2015-10-01 The Mathematics Enthusiast TME is an eclectic internationally circulated peer reviewed journal which focuses on mathematics content mathematics education research innovation interdisciplinary issues and pedagogy The journal exists as an independent entity It is published on a print on demand basis by Information Age Publishing and the electronic version is hosted by the Department of Mathematical Sciences University of Montana The journal is not affiliated to nor subsidized by any professional organizations but supports PMENA Psychology of Mathematics Education North America through special issues on various research topics [Math Memories You Can Count on](#) Jo-Anne Lake, 2009 Organized around the five math strands number sense and numeration measurement geometry and spatial sense patterning and algebra and data management and probability Includes activity ideas rooted in children s literature and encourages links with relevant manipulatives Included also are book lists reproducible activities and

assessment strategies *An Evolution of Mathematics Curriculum Where It Was, Where It Stands and Where It Is Going* OECD, 2024-12-18 The OECD Future of Education and Skills 2030 report on mathematics curriculum presents first of its kind comparative data on how countries are adapting curricula to meet the demands of the 21st century The project's unique data illustrate a 25 year evolution of mathematics curricula in various countries looking at content coverage and the integration of essential 21st century skills like problem solving critical thinking and data literacy The findings show how mathematics as a school discipline a traditionally hard to change subject given its foundational and hierarchical nature is undergoing transformation to meet societal and technological demands Using a collaborative co creation approach the report synthesises inputs from a wide range of stakeholders including policy makers academic experts school leaders teachers NGOs social partners and most importantly students This broad inclusive perspective enriches the report with insights on implementation gaps students voice and promising examples on how to embed future oriented competencies alongside rigorous content into mathematics curriculum 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 **Reflections on Statistics** Susanne P. Lajoie, 2012-10-12 An issue in the current push for reform in mathematics education is the call to address statistics at the precollege level This volume represents the emerging findings of an interdisciplinary collaboration among a group of mathematics educators cognitive scientists teachers and statisticians to construct an understanding of how to introduce statistics education and assessment for students in elementary and secondary schools A premise shared by the contributors to this volume is that when students are introduced to statistics at the K 12 level and provided with opportunities to do statistics that are related to actual life situations they will be better prepared for decision making in the real world The interdisciplinary nature of the group of researchers stimulated a lively interchange of ideas for enhancing the learning teaching and assessment of statistical understanding which is reflected in this volume Mathematics educators contribute their insights into how teachers teach mathematical ideas and heighten our awareness of the ecological needs of the current mathematics classroom Cognitive scientists share their understanding of developmental differences in learning and present theoretical perspectives that contribute to the design of effective learning environments Classroom teachers share their ideas about classroom activities and assessment of student learning as well as their concerns for in service training and workshops to help teachers acquire skills in this new content area Statisticians offer their understanding of what is feasible to teach in the early grades and what their view is of statistical literacy The book is organized around four interdependent themes content teaching learning and assessment By focusing their respective chapters on particular themes the authors intend to cultivate a better understanding of how each relates to improvements in statistics education This is the

first book to address statistics learning in grades K 12 address issues of statistical curriculum content in grades K 12 address issues of assessment of statistics learning in grades K 12 bring issues of technology instruction and assessment in statistics education in grades K 12 and look at teacher education for statistics instruction in grades K 12 This is a must read book for both practitioners and researchers involved in K 12 mathematics education

The Basic Practice of Statistics David S. Moore, 2010 This is a clear and innovative overview of statistics which emphasises major ideas essential skills and real life data The organisation and design has been improved for the fifth edition coverage of engaging real world topics has been increased and content has been updated to appeal to today s trends and research

Integrated Approaches to STEM Education Judy Anderson, Yeping Li, 2020-12-23 This book provides a platform for international scholars to share evidence for effective practices in integrated STEM education and contributes to the theoretical and practical knowledge gained from the diversity of approaches Many publications on STEM education focus on one or two of the separate STEM disciplines without considering the potential for delivering STEM curriculum as an integrated approach This publication analyzes the efficacy of an integrated STEM curriculum and instruction providing evidence to examine and support various integrations The volume focuses on the problems seen by academics working in the fields of science technology engineering and mathematics STEM and provides valuable high quality research outcomes and a set of valued practices which have demonstrated their use and viability to improve the quality of integrated STEM education

Ten Great Ideas about Chance Persi Diaconis, Brian Skyrms, 2019-10-08 In the sixteenth and seventeenth centuries gamblers and mathematicians transformed the idea of chance from a mystery into the discipline of probability setting the stage for a series of breakthroughs that enabled or transformed innumerable fields from gambling mathematics statistics economics and finance to physics and computer science This book tells the story of ten great ideas about chance and the thinkers who developed them tracing the philosophical implications of these ideas as well as their mathematical impact

Defense of the Scientific Hypothesis Bradley Eugene Alger, 2020 Defense of Scientific Hypothesis From Reproducibility Crisis to Big Data argues that the scientific hypothesis is the key to understanding what science is about and explains its importance for scientists and non scientists alike Most scientists like the general public receive only cursory formal instruction about the scientific hypothesis Since we all constantly assess what s going on around us we continually formulate and test hypotheses consciously and unconsciously The book distinguishes scientific from statistical hypotheses analyzes the benefits of hypotheses and hypothesis testing sorts out sciences that do not require hypotheses discusses educational and social policies relating to the hypothesis and offers advice on recognizing and formulating hypotheses

Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2016-02-12 Teaching Secondary and Middle School Mathematics combines the latest developments in research standards and technology with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics today In the fully revised fifth edition scholar and

mathematics educator Daniel Brahier invites teachers to investigate the nature of the mathematics curriculum and reflect on research based best practices as they define and sharpen their own personal teaching styles The fifth edition has been updated and expanded with a particular emphasis on the continued impact of the Common Core State Standards for Mathematics and NCTM's just released Principles to Actions as well as increased attention to teaching with technology classroom management and differentiated instruction Features include A full new Chapter 7 on selection and use of specific tools and technology combined with Spotlight on Technology features throughout clearly illustrate the practical aspects of how technology can be used for teaching or professional development Foundational Chapters 1 and 2 on the practices and principles of mathematics education have been revised to build directly on Common Core State Standards for Mathematics and Principles to Actions with additional references to both documents throughout all chapters A new Chapter 4 focuses on the use of standards in writing objectives and organizing lesson plan resources while an updated Chapter 5 details each step of the lesson planning process A fully revised Chapter 12 provides new information on teaching diverse populations and outlines specific details and suggestions for classroom management for mathematics teachers Classroom Dialogues features draws on the author's 35 year experience as an educator to present real world teacher student conversations about specific mathematical problems or ideas How Would You React features prepares future teachers for real life scenarios by engaging them in common classroom situations and offering tried and true solutions With more than 60 practical classroom tested teaching ideas sample lesson and activities Teaching Secondary and Middle School Mathematics combines the best of theory and practice to provide clear descriptions of what it takes to be an effective teacher of mathematics

The Data Science Handbook Field Cady, 2024-10-31 Practical accessible guide to becoming a data scientist updated to include the latest advances in data science and related fields Becoming a data scientist is hard The job focuses on mathematical tools but also demands fluency with software engineering understanding of a business situation and deep understanding of the data itself This book provides a crash course in data science combining all the necessary skills into a unified discipline The focus of The Data Science Handbook is on practical applications and the ability to solve real problems rather than theoretical formalisms that are rarely needed in practice Among its key points are An emphasis on software engineering and coding skills which play a significant role in most real data science problems Extensive sample code detailed discussions of important libraries and a solid grounding in core concepts from computer science computer architecture runtime complexity and programming paradigms A broad overview of important mathematical tools including classical techniques in statistics stochastic modeling regression numerical optimization and more Extensive tips about the practical realities of working as a data scientist including understanding related jobs functions project life cycles and the varying roles of data science in an organization Exactly the right amount of theory A solid conceptual foundation is required for fitting the right model to a business problem understanding a tool's limitations and reasoning about discoveries Data science is a quickly evolving field and this 2nd

edition has been updated to reflect the latest developments including the revolution in AI that has come from Large Language Models and the growth of ML Engineering as its own discipline Much of data science has become a skillset that anybody can have making this book not only for aspiring data scientists but also for professionals in other fields who want to use analytics as a force multiplier in their organization

Introduction to Probability, Statistics & R Sujit K.

Sahu,2024-04-01 A strong grasp of elementary statistics and probability along with basic skills in using R is essential for various scientific disciplines reliant on data analysis This book serves as a gateway to learning statistical methods from scratch assuming a solid background in high school mathematics Readers gradually progress from basic concepts to advanced statistical modelling with examples from actuarial biological ecological engineering environmental medicine and social sciences highlighting the real world relevance of the subject An accompanying R package enables seamless practice and immediate application making it ideal for beginners The book comprises 19 chapters divided into five parts Part I introduces basic statistics and the R software package teaching readers to calculate simple statistics and create basic data graphs Part II delves into probability concepts including rules and conditional probability and introduces widelyused discrete and continuous probability distributions e g binomial Poisson normal log normal It concludes with the central limit theorem and joint distributions for multiple random variables Part III explores statistical inference covering point and interval estimation hypothesis testing and Bayesian inference This part is intentionally less technical making it accessible to readers without an extensive mathematical background Part IV addresses advanced probability and statistical distribution theory assuming some familiarity with or concurrent study of mathematical methods like advanced calculus and linear algebra Finally Part V focuses on advanced statistical modelling using simple and multiple regression and analysis of variance laying the foundation for further studies in machine learning and data science applicable to various data and decision analytics contexts Based on years of teaching experience this textbook includes numerous exercises and makes extensive use of R making it ideal for year long data science modules and courses In addition to university courses the book amply covers the syllabus for the Actuarial Statistics 1 examination of the Institute and Faculty of Actuaries in London It also provides a solid foundation for postgraduate studies in statistics and probability or a reliable reference for statistics

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