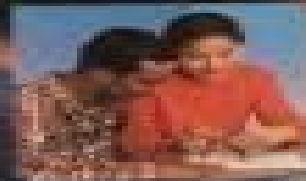
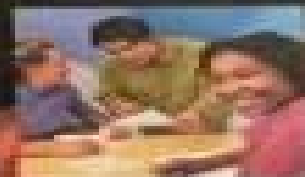


Discovering Geometry

An Investigative Approach



Michael Serra



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Discovering Geometry An Investigative Approach

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education can be found to have different definitions in mathematics books Among these are natural number parallel lines and congruent triangles trapezoid and isosceles trapezoid the formal definitions of the trigonometric functions and absolute value and implicit definitions of the arithmetic operations addition subtraction multiplication and division Yet many teachers and students do not realize there is a choice of definitions for mathematical terms And even those who realize there is a choice may not know who decides which definition of any mathematical term is better and under what criteria Finally rarely are the mathematical implications of various choices discussed As a result many students misuse and otherwise do not understand the role of definition in mathematics We have chosen in this monograph to examine a bit of mathematics for its definitions the quadrilaterals We do so because there is some disagreement in the definitions and consequently in the ways in which quadrilaterals are classified and relate to each other The issues underlying these differences have engaged students teachers mathematics educators and mathematicians There have been several articles and a number of essays on the definitions and classification of quadrilaterals But primarily we chose this specific area of definition in mathematics because it demonstrates how broad mathematical issues revolving around definitions become reflected in curricular materials While we were undertaking this research we found that the area of quadrilaterals supplied grist for broader and richer discussions than we had first anticipated The intended audience includes curriculum developers researchers teachers teacher trainers and anyone interested in language and its use

Discovering Geometry Michael Serra,1991 Teaching Mathematics in Grades 6 - 12 Randall E. Groth,2012-08-10 A journey into the vibrant and intriguing world of mathematics education

Teaching Mathematics in Grades 6 12 explores how research in mathematics education can inform teaching practice in grades 6 12 The author shows secondary mathematics teachers the value of being a researcher in the classroom by constantly experimenting with methods for developing students mathematical thinking and then connecting this research to practices that enhance students understanding of the material The chapters in Part I introduce secondary teachers to the field of mathematics education with cross cutting issues that apply to teaching and learning in all mathematics content areas The chapters in Part II are devoted to specific mathematics content strands and describe how students think about mathematical concepts The goal of the text is to have secondary math teachers gain a deeper understanding of the types of mathematical knowledge their students bring to grade 6 12 classrooms and how students thinking may develop in response to different teaching strategies

What Really Works in Secondary Education Wendy W. Murawski,Kathy Lynn Scott,2015-02-24 Research Based Practical Strategies for Every Teacher What Works in Secondary Education compiles the advice of experts who not only know the theory behind certain educational practices but also have experience in the secondary classroom In each user friendly chapter key information on a topic vital to secondary educators is boiled down and presented in a straightforward way Whether you re a new educator or just seeking to build new skills you ll benefit from Insight into a handful of innovative topics in instruction including using technology UDL co teaching and assessment Novel

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