

2.5	<p>The new series/<i>Die nuwe reeks</i> is <math>16 + 44 + 72 + \dots + 1752</math></p> $16 + 28(n - 1) = 1752$ $1736 = 28(n - 1)$ $62 = n - 1$ $n = 63$ <p><b>OR/OF</b></p> <p><math>2 + 9 + \underline{16} + 23 + 30 + 37 + \underline{44} + 51 + \dots + \underline{1752}</math></p> <p><math>T_3</math> is divisible by /is deelbaar deur 4</p> <p>Then <math>T_7, T_{11}, T_{15}, \dots, T_{251}</math> are divisible by 4, thus each 4<sup>th</sup> term is divisible by 4.</p> <p>Daarna is <math>T_7, T_{11}, T_{15}, \dots, T_{251}</math> deelbaar deur 4, d.w.s. elke 4<sup>de</sup> term is deelbaar deur 4.</p> <p><math>\therefore</math> number of terms divisible by 4 will be <math>= \frac{251 - 3}{4} + 1 = 63</math></p> <p><math>\therefore</math> aantal terme deelbaar deur 4 sal wees <math>= \frac{251 - 3}{4} + 1 = 63</math></p> <p><b>OR/OF</b></p> <p>Position of terms divisible by 4:</p> <p><math>3 ; 7 ; 11 ; \dots ; 247 ; 251</math></p> $T_n = 4n - 1 = 251$ $4n = 252$ $n = 63$	<p>✓✓ generating new series divisible by 4/ <i>vorming van nuwe reeks deelbaar deur 4</i></p> <p>✓ <math>T_n = 1752</math></p> <p>✓ 63 (4)</p> <p>✓ <math>T_3</math> is divisible by 4/ <i>is deelbaar deur 4</i></p> <p>✓ identifying terms divisible by 4/ <i>identifiseer terme deelbaar deur 4</i></p> <p>✓ reasoning/redenering</p> <p>✓ 63 (4)</p>
	<p>Position of terms divisible by 4:</p> <p><math>3 ; 7 ; 11 ; \dots ; 247 ; 251</math></p> $T_n = 4n - 1 = 251$ $4n = 252$ $n = 63$	<p>✓✓ generating sequence involving position of terms/<i>vorming van reeks i.t.v. posisie van terme</i></p> <p>✓ <math>T_n = 251</math></p> <p>✓ 63 (4)</p>

# Grade 1 mathematics November 2014 Paper

**Jill Adler, Anna Sfard**



## **Grade 1 mathematics November 2014 Paper:**

*Global Action on School Library Guidelines* Barbara A. Schultz-Jones, Dianne Oberg, 2015-06-16 This book celebrates the new IFLA School Library Guidelines and shows how the Guidelines can be used in improving school library services Each chapter describes innovative initiatives for developing implementing and promoting school library guidelines The book provides inspiration and guidance for the creation of national school library standards and for the development and use of standards and guidelines to change school library practice to define the teaching role of school librarians to guide the initial preparation of school librarians and to advocate for school library services Contributors to the book come from around the world Australia Canada Ethiopia France Malaysia Norway Poland Portugal Spain Sweden and the United States Their work illustrates the shared commitment of school librarians around the world to teaching and learning for all as envisioned in the IFLA UNESCO School Library Manifesto *Daily Graphic* Ransford Tetteh, 2014-03-24 **ECGBL2015-9th European**

**Conference on Games Based Learning** Robin Munkvold and Line Kolås, 2015-09-18 These proceedings represent the work of researchers participating in the 9th European Conference on Games Based Learning which is being hosted this year by Nord Trondelag University College Steinkjer Norway on the 8-9 October 2015 The Conference has become a key platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different areas and specialties within Games Based Learning It also offers the opportunity for like minded individuals to meet discuss and share knowledge ECGBL continues to evolve and develop and the wide range of papers and topics will ensure an interesting two day conference In addition to the main streams of the conference there are mini tracks focusing on the areas of the design of multiplayer collaborative serious games applied Games and gamification the teacher's role in game based learning games for STEM Science Technology Engineering Mathematics learning assessment of digital game based learning and pervasive and ubiquitous gaming for learning In addition to the presentations of research we are delighted to host the third year of the Serious Game competition which provides an opportunity for educational game designers and creators to participate in the conference and demonstrate their game design and development skills in an international competition This competition is again sponsored by SEGAN Serious Games Network With an initial submission of more than 60 games 28 finalists will present their games at the conference Prizes will be awarded to the games judged to demonstrate the best quality and originality of game play itself and the positioning and articulation of the game's contribution to the educational domain With an initial submission of 190 abstracts after the double blind peer review process there are 75 research papers 15 PhD research papers 4 Non Academic papers and 8 work in progress papers published in these Conference Proceedings These papers represent research from more than 40 countries including Australia Austria Belgium Brazil Bulgaria Canada Czech Republic Denmark Finland France Germany Greece Hungary Ireland Israel Italy Japan Malaysia Norway Portugal Russia Saudi Arabia Slovakia Slovenia South Africa Spain Sweden Switzerland Taiwan ROC The Netherlands The

Netherlands United Arab Emirates UK and USA      Research for Educational Change Jill Adler, Anna Sfard, 2016-06-17

Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice Focussing its discussion within the context of mathematics education it argues that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom practice It will also appeal to teacher educators practitioners and undergraduate students interested in educational research      **Psychological and Pedagogical Considerations in Digital Textbook Use and Development** Railean, Elena, 2015-04-30 This book offers balanced coverage of the technological solutions that contribute to the design of digital textbooks and contribute to achieving learning objectives offering an emphasis on assessment mechanisms and learning theory      **The Trials of Evidence-based Education** Stephen Gorard, Beng Huat See, Nadia Siddiqui, 2017-06-26 The Trials of Evidence based Education explores the promise limitations and opportunities of evidence based policy and practice as the attention of funders moves from a sole focus on attainment outcomes to political concern about character building and wider educational impacts The results and implications of over 20 studies conducted by the authors are combined with large number of studies from systematic reviews and their implications are spelled out for the research community policy makers schools wanting to run their own evaluations and practitioners using evidence in this well structured and thoughtful text      Effectiveness of teachers' guides in the Global South Benjamin Piper, Yasmin Sitabkhan, Jessica Mejia, Kellie Betts, 2018-05-10 This report presents the results of RTI International Education's study on teachers guides across 13 countries and 19 projects Using quantitative and qualitative methods we examine how teachers guides across the projects differ and find substantial variation in the design and structure of the documents We develop a scripting index so that the scripting levels of the guides can be compared across projects The impact results of the programs that use teachers guides show significant impacts on learning outcomes associated with approximately an additional half year of learning showing that structured teachers guides contribute to improved learning

outcomes During observations we find that teachers make a variety of changes in their classroom instruction from how the guides are written showing that the utilization of structured teachers guides do not create robotic teachers unable to use their own professional skills to teach children Unfortunately many changes that teachers make reduce the amount of group work and interactivity that was described in the guides suggesting that programs should encourage teachers to more heavily utilize the instructional routines designed in the guide The report includes a set of research based guidelines that material developers can use to develop teachers guides that will support effective instructional practices and help improve learning outcomes The key takeaway from the report is that structured teachers guides improve learning outcomes but that overly scripted teachers guides are somewhat less effective than simplified teachers guides that give specific guidance to the teacher but are not written word for word for each lesson in the guide

### **New Digital Technology in Education**

Wan Ng,2015-04-25 This book addresses the issues confronting educators in the integration of digital technologies into their teaching and their students learning Such issues include a skepticism of the added value of technology to educational learning outcomes the perception of the requirement to keep up with the fast pace of technological innovation a lack of knowledge of affordable educational digital tools and a lack of understanding of pedagogical strategies to embrace digital technologies in their teaching This book presents theoretical perspectives of learning and teaching today s digital students with technology and propose a pragmatic and sustainable framework for teachers professional learning to embed digital technologies into their repertoire of teaching strategies in a systematic coherent and comfortable manner so that technology integration becomes an almost effortless pedagogy in their day to day teaching The materials in this book are comprised of original and innovative contributions including empirical data to existing scholarship in this field Examples of pedagogical possibilities that are both new and currently practised across a range of teaching contexts are featured

The Education Invasion Joy Pullmann,2017-03-14 Most Americans had no idea what Common Core was in 2013 according to polls But it had been creeping into schools nationwide over the previous three years and children were feeling its effects They cried over math homework so mystifying their parents could not help them even in elementary school They read motley assortments of informational text instead of classic literature They dreaded the high stakes tests in unfamiliar formats that were increasingly controlling their classrooms How did this latest and most sweeping reform of American education come in mostly under the radar Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and it led to a big tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a

costly and disruptive agenda imposed on the nation's schools Who benefits And how can citizens regain local self governance in education so their children's minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats The Education Invasion offers answers and remedies November 2019 Monthly Current Affairs with MCQs for Competitive Exams Disha Experts,2019-10-21

**Using Peer Tutoring to Improve Reading Skills** Keith Topping,David Duran,Hilde Van Keer,2015-10-08 Using Peer Tutoring to Improve Reading Skills is a very practical guide offering a straightforward framework and easy to implement strategies to help teachers help pupils progress in reading A succinct introduction it shows how schools can make positive use of differences between pupils and turn them into effective learning opportunities Outlining the evidence base supporting peer tutoring approaches it explores the components of the reading process and explains how peer tutoring in reading can be used with any method of teaching reading Core topics covered include Planning and implementing peer tutoring Getting your school on board How to structure effective interaction Training peer tutors and tutees Paired Reading cross ability approaches One Book for Two fostering fluency reading comprehension and motivation Reading in Pairs cross and same year tutoring Supporting struggling readers Involving families in peer tutoring Evaluation and feedback Illustrated throughout with practical examples from diverse schools across Europe Using Peer Tutoring to Improve Reading Skills is an essential introduction offering easy to use guidelines that will support teachers in primary and secondary schools as they enhance pupil motivation and improve reading standards

**Effective Grading Practices for Secondary Teachers** Dave Nagel,2015-03-04 Enact innovative grading systems that more accurately describe student progress This book challenges traditional grading practices and provides alternatives that can have direct impact on student success By making subtle shifts toward standards based grading systems schools can reduce unnecessary course failures provide students and their families a more accurate picture of current progress and increase opportunities for success The author offers a range of grading reform strategies that are built from practical frameworks that are effective and simple to adapt Among the many strengths of this book are Practical application of existing research and evidence base for effective secondary grading reforms A framework for schools and districts to apply and adapt failure prevention strategies such as early failure detection Amnesty Days and meaningful stipulated second chance opportunities for students to reach mastery Functional strategies and actions for shifting toward standards based referenced grading without entirely abandoning letter grades Countering resistance to change through a clearly articulated plan for conducting school wide and classroom level action research around the effectiveness of new or adjusted grading practices Informative and pragmatic this book is spot on with analysis of this elephant in the room issue Nagel uses both empathy and humor in getting to the heart of a process to generate real solutions while underscoring the ultimate need for teacher voice in any successful implementation He provides ready made strategies for real impactful change I'm left hopeful that feedback will rule the day Bruce Potter Superintendent Berkshire UFSD Nagel offers an insightful and articulate voice to

secondary improvement and alignment through grading practices His tried and true methods through working with real districts provides a starting place and examples for others to follow A must read for anyone serious about ensuring student engagement through meaningful feedback Debra K Howe Superintendent Tri Creek School Corporation *Instructional Practices with and without Empirical Validity* Bryan G. Cook, Melody Tankersley, Timothy J. Landrum, 2016-07-06 It is important for Stakeholders to be aware of both practices supported as effective as well as ineffective for students with learning and behavioral disabilities in order to provide instruction that results in improved learner outcomes in critical areas of education *Deconstructing Depth of Knowledge* Erik M. Francis, 2021-11-05 Depth of knowledge DOK has become a priority for many schools But if your understanding of DOK is a little cloudy you re not alone This resource is your one stop shop for learning what it is who it s for and how to use and sustain it Ultimately you will discover how to plan and provide learning experiences that are academically rigorous socially and emotionally supportive and student responsive Learn how DOK is a different deeper way of approaching teaching and learning Explore the different DOK levels and how they relate to instruction Understand DOK s relationship with standards and assessment Designate correct levels based on learning needs Acquire strategies for helping students engage with DOK on a deeper level Contents Introduction What Depth of Knowledge Is Not Chapter 1 What Exactly Is Depth of Knowledge Chapter 2 What Are DOK Teaching and Learning Experiences Chapter 3 How to Teach and Learn for Depth of Knowledge Chapter 4 How to Use Webb s DOK Levels as a Multi Tiered System of Support Chapter 5 How to Deconstruct Learning Intentions for Depth of Knowledge Chapter 6 How to Designate the Depth of Knowledge Level Demanded Chapter 7 How to Construct DOK Learning Targets and Success Criteria Chapter 8 How to Ask and Address Good Questions for Depth of Knowledge Chapter 9 Let s Make a DOK Conclusion References and Resources Index **The Meritocracy Trap** Daniel Markovits, 2020-09-08 A revolutionary new argument from eminent Yale Law professor Daniel Markovits attacking the false promise of meritocracy It is an axiom of American life that advantage should be earned through ability and effort Even as the country divides itself at every turn the meritocratic ideal that social and economic rewards should follow achievement rather than breeding reigns supreme Both Democrats and Republicans insistently repeat meritocratic notions Meritocracy cuts to the heart of who we are It sustains the American dream But what if both up and down the social ladder meritocracy is a sham Today meritocracy has become exactly what it was conceived to resist a mechanism for the concentration and dynastic transmission of wealth and privilege across generations Upward mobility has become a fantasy and the embattled middle classes are now more likely to sink into the working poor than to rise into the professional elite At the same time meritocracy now ensnares even those who manage to claw their way to the top requiring rich adults to work with crushing intensity exploiting their expensive educations in order to extract a return All this is not the result of deviations or retreats from meritocracy but rather stems directly from meritocracy s successes This is the radical argument that Daniel Markovits prosecutes with rare force Markovits is well placed to expose the sham of

meritocracy Having spent his life at elite universities he knows from the inside the corrosive system we are trapped within Markovits also knows that if we understand that meritocratic inequality produces near universal harm we can cure it When The Meritocracy Trap reveals the inner workings of the meritocratic machine it also illuminates the first steps outward towards a new world that might once again afford dignity and prosperity to the American people

Understanding Employer Engagement in Education Anthony Mann, Julian Stanley, Louise Archer, 2014-05-30 This collection focuses on employer engagement in education how it is delivered and the differentiated impact it has on young people in their progression through schooling and higher education into the labour market The focus is not narrowly on vocational or technical education or work related learning but on how employer engagement eg work experience internships careers education workplace visits mentoring enterprise education etc influences the experiences and outcomes of the broad range of young people across mainstream academic learning programmes The essays explore the different ways in which education can support or constrain social mobility and in particular how employer engagement in education can have significant impact upon social mobility both positive and negative Leading international contributors examine issues surrounding employer engagement and social mobility conceptualisations of employer engagement trends in social mobility employer engagement and social class access and management of work experience social capital and aspiration access to employment The book makes employer engagement an innovative focus in relation to the well established fields of social mobility and school to work transition By examining what difference employer engagement makes the essays raise questions about conventional models and show how research drawing on different fields and disciplines can be brought together to provide a more coherent and convincing account Building on new theorisations and combining existing and new data the collection offers a systematic exploration of the influence of socio economic status on school to work transitions and addresses how educational policy can shape more efficient labour market outcomes In doing so it draws on and speaks to existing literature which has considered such questions from the perspectives of gender ethnicity and social disadvantage

*Contemporary Research and Perspectives on Early Childhood Mathematics Education* Iliada Elia, Joanne Mulligan, Ann Anderson, Anna Baccaglini-Frank, Christiane Benz, 2018-02-21 This book brings together a collection of research based papers on current issues in early childhood mathematics education that were presented in the Topic Study Group 1 TSG 1 at the 13th International Congress on Mathematical Education ICME 13 held at the University of Hamburg in 2016 It will help readers understand a range of key issues that early childhood mathematics educators encounter today Research on early childhood mathematics education has grown in recent years due in part to the well documented positive relation between children s early mathematical knowledge and their later mathematics learning and to the considerable emphasis many countries are now placing on preschool education The book addresses a number of central questions including What is mathematical structural development and how can we promote it in early childhood How can multimodality and embodiment contribute to



early mathematics learning and to acquiring a better understanding of young children's mathematical development. How can children's informal mathematics-related experiences affect instruction and children's learning in different mathematics content areas? What is the role of tools including technology and picture books in supporting early mathematics learning? What are the challenges in early childhood mathematics education for teachers' education and professional development? **Child**

**Development From Infancy to Adolescence** Laura E. Levine, Joyce Munsch, 2023-05-12 Chronologically organized *Child Development from Infancy to Adolescence* Third Edition introduces topics within the field of child development through unique and engaging Active Learning opportunities Psychosocial Skills and School Systems in the 21st Century

Anastasiya A. Lipnevich, Franzis Preckel, Richard D. Roberts, 2016-04-02 This book provides a comprehensive overview and in-depth analysis of research on psychosocial skills, examining both theory and areas of application. It discusses students' psychosocial skills both as components of academic success and desired educational outcomes in grades K through 12. The book describes an organizing framework for psychosocial skills and examines a range of specific constructs that includes achievement, motivation, self-efficacy, creativity, emotional intelligence, resilience, and the need for cognition. In addition, it reviews specific school-based interventions and examines issues that concern the malleability of psychosocial skills. It addresses issues relating to the integration of psychosocial skills into school curriculum as well as large-scale assessment policies. Topics featured in this book include: Development of psychosocial skills in grades K-12; Assessment of psychosocial skills; Conscientiousness in education and its relation to meaningful educational outcomes; Creativity in schools including theory, assessment, and interventions; Academic emotions and their regulation through emotional intelligence; Resilience and school-based programs aimed at enhancing it. *Psychosocial Skills and School Systems in the 21st Century* is a must-have resource for researchers, graduate students, clinicians, mental health professionals, and policymakers in child and school psychology, educational policy and politics, public health, social work, developmental psychology, and educational psychology.

*Playful STEAM Learning in the Early Years* Amanda Sullivan, Amanda Strawhacker, Decades of research has shown that introducing STEM content like coding and engineering during the foundational early childhood years can lead to many benefits such as improving children's number sense, problem-solving skills, and sequencing ability. Unfortunately, the costs of STEM technologies can be a barrier for many early childhood educators. Additionally, many digital tools and apps are not playful or developmentally appropriate for young learners and can be less inclusive of students who have been historically excluded from STEM. This book addresses these barriers by demonstrating how to leverage an interdisciplinary STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach to pique the curiosity of young students through play-based learning. The authors provide evidence-based hands-on approaches as well as a practical framework to effectively integrate STEAM learning in the early grades, pre-K to third grade. Readers will explore new ways to play alongside their young learners to make powerful STEAM discoveries and foster a lifelong love of learning. **Book Features:** Provides tips and

strategies rooted in existing frameworks and guidelines as well as the authors original research on the cognitive and socioemotional benefits of STEAM experiences Empowers early childhood educators working in any setting informal formal or home settings Describes a new framework for the equitable design and implementation of play based STEAM learning in early childhood settings

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