

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

Grade1november2014 Mathematic Paper

**Benjamin Piper,Yasmin
Sitabkhan,Jessica Mejia,Kellie Betts**

Grade 1 November 2014 Mathematic Paper:

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 does 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.

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, 2014-09-19

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.

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 *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**

Disorder of Mathematics Education Hauke Straehler-Pohl,Nina Bohlmann,Alexandre Pais,2016-08-23 Research within a socio political paradigm or turn has been gradually recognized and institutionalized as an important part of mathematics education This book focuses on the neglected problems tensions and contradictions evoked by this process The authors do this by challenging current regimes of truth about mathematics education by identifying how recent technological developments challenge or suspend contemporary conceptions of mathematics education by critiquing the ideological entanglement of mathematics its education and schooling with capitalism by self reflective analyses of researchers impacts on shaping what is and can be perceived as the practice of mathematics education research and by confronting main stream mathematics education with socio political contexts that are usually neglected In this way mathematical rationality becomes contextualized within contemporary society where it reproduces itself through technologies social practices media and other spheres of social life **November 2019 Monthly Current Affairs with MCQs for Competitive Exams** Disha

Experts,2019-10-21 *Helping Children Learn Mathematics* Robert Reys,Mary Lindquist,Diana V. Lambdin,Nancy L. Smith,Anna Rogers,Audrey Cooke,Sue Bennett,Bronwyn Ewing,John West,2020-01-21 The third edition of Reys Helping Children Learn Mathematics is a practical resource for undergraduate students of primary school teaching Rich in ideas tools and stimulation for lessons during teaching rounds or in the classroom this edition continues to provide a clear understanding of how to navigate the Australian Curriculum with detailed coverage on how to effectively use Information and Communications Technology ICT in the classroom This is a full colour printed textbook with an interactive ebook code included Great self study features include auto graded in situ knowledge check questions video of teachers demonstrating how different maths topics can be taught in the classroom and animated branched chain scenarios are in the e text

Drawing for Science Education Phyllis Katz,2017-03-23 This book argues for the essential use of drawing as a tool for

science teaching and learning The authors are working in schools universities and continual science learning CSL settings around the world They have written of their experiences using a variety of prompts to encourage people to take pen to paper and draw their thinking sometimes direct observation and in other instances their memories The result is a collection of research and essays that offer theory techniques outcomes and models for the reader Young children have provided evidence of the perceptions that they have accumulated from families and the media before they reach classrooms Secondary students describe their ideas of chemistry and physics Teacher educators use drawings to consider the progress of their undergraduates understanding of science teaching and even their moral ethical responses to teaching about climate change Museum visitors have drawn their understanding of the physics of how exhibit sounds are transmitted A physician explains how the history of drawing has been a critical tool to medical education and doctor patient communications Each chapter contains samples insights and where applicable analysis techniques The chapters in this book should be helpful to researchers and teachers alike across the teaching and learning continuum The sections are divided by the kinds of activities for which drawing has historically been used in science education An instance of observation Audubon Linnaeus A process how plants grow over time what happens when chemicals combine Conceptions of what science is and who does it Images of identity development in science teaching and learning

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