



On Learning Processes and the National Mathematics Advisory Panel Report

Joanne Lobato

This article is a response to *Foundations for Success: The Final Report of the National Mathematics Advisory Panel* (2008) and to one of the task group reports on which it was based, the report of the Task Group on Learning Processes. The author uses Maxwell's two views of causality—regularity and process—to explore three major issues raised in the report: the nature of what is learned, how learning occurs, and the transfer of learning. She proposes alternative recommendations to those offered by the Panel, by drawing upon the mathematics education literature, which was largely excluded from the reviewed research. Furthermore, by neglecting research grounded in a process view of causality, the report excludes perspectives and findings that would have illuminated what it means to develop conceptual understanding in mathematics—one of three valued outcomes cited by the Panel.

Keywords: learning processes and strategies; mathematics education; policy; transfer

During a recent trip to China, I was surprised to learn of the keen interest of Chinese researchers in the final report of the National Mathematics Advisory Panel (NMAP; 2008). Such interest speaks to the potential global influence of the report and to the significance of the critiques found in this special issue of *Educational Researcher*. In this article, I explore the following issues raised in chapter 5 of the report ("Learning Processes"): (a) the nature of what is learned, (b) how learning occurs, and (c) the application or transfer of learning.

I propose alternative interpretations and recommendations to those offered in the report by drawing upon the mathematics education literature, which was largely excluded from the reviewed research. As indicated in the Task Group on Learning Processes report (Geary et al., 2008), all major mathematics education journals were excluded (including the *Journal for Research in Mathematics Education*, the *Journal of Mathematical Behavior*, *Educational Studies in Mathematics*, and *Mathematical Thinking and Learning*). The journals deemed acceptable only heavily on experimental psychology (e.g., *Journal of Experimental Psychology*).

Because the NMAP report draws primarily on journals from experimental and educational psychology, it is important to

recognize general differences in the goals and assumptions of psychologists and mathematics educators. According to DeCorse, Greer, and Verschaffel (1996), experimental psychologists tend to treat mathematics as the topic that is codified in commonly used textbooks. In contrast, mathematics educators often provide new conceptual analyses of content and create instructional designs to support "what might be" rather than "what is" (Bishop, 1992).

In a related point, Cobb (2007) argues that experimental psychology focuses on how variations in instructional conditions affect the learning outcomes for a statistically constructed collective subject. In contrast, mathematics education research tends to focus on how students come to reason in qualitatively different ways by successively reorganizing their activity. Stated more broadly, Maxwell (2004) would say that experimental psychologists tend to hold a regularity view of causality. From this perspective, causality cannot be directly observed but can only be measured in the regularity of relationships between events. This necessitates the determination of a systematic relationship between inputs (e.g., an experimental condition or a curricular treatment) and outputs (e.g., a subject's performance in an experiment or the learning outcomes for a group of students). Mathematics education researchers typically rely on a different but compatible aspect of scientific explanation, which Maxwell calls *process causality*. This is based on a conceptual analysis of processes by which some events influence others. Whereas regularity causation is most useful in establishing that something happens, process causality addresses why or how it happened.

These distinctions are important to a discussion of learning processes. By restricting the criteria for inclusion to those research studies that utilized "experimental, quasi-experimental, or correlational methods" (Geary et al., 2008, p. 153), the task group limited its ability to respond to its stated goal to "address what is known about *how* [italics added] children learn and understand areas of mathematics related to algebra and preparation for algebra" (p. xi).

The Nature of What Is Learned

The learning processes chapter of the final report includes the following statement, which suggests a welcome broadening of the types of mathematical knowledge that are valued:

Debates regarding the relative importance of conceptual knowledge, procedural skills (e.g., the standard algorithms), and the commitment of addition, subtraction, multiplication, and division facts to long-term memory are misguided. These capabilities are mutually supportive, each facilitating learning of the others. Conceptual understanding of mathematical operations, fluent execution of

National Mathematics Panel Report

Puja Mehta



National Mathematics Panel Report:

The National Mathematics Advisory Panel Report United States House of Representatives, Committee on Education and Labor (house), United S. Congress, 2019-09-18 The National Mathematics Advisory panel report Foundations for success hearing before the Committee on Education and Labor U S House of Representatives One Hundred Tenth Congress second session hearing held in Washington DC May 21 2008 **The National Mathematics Advisory Panel Report :.** United States. Congress. House. Committee on Education and Labor, 2008 **Foundations for Success** United States. National Mathematics Advisory Panel, 2008 The National Mathematics Advisory Panel Report United States Congress House of Represen, 2015-02-14 This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work was reproduced from the original artifact and remains as true to the original work as possible Therefore you will see the original copyright references library stamps as most of these works have been housed in our most important libraries around the world and other notations in the work This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work As a reproduction of a historical artifact this work may contain missing or blurred pages poor pictures errant marks etc Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant The National Mathematics Advisory Panel Report United States Congress House of Repre, 2025-05-22 The BiblioGov Project is an effort to expand awareness of the public documents and records of the U S Government via print publications In broadening the public understanding of government and its work an enlightened democracy can grow and prosper Ranging from historic Congressional Bills to the most recent Budget of the United States Government the BiblioGov Project spans a wealth of government information These works are now made available through an environmentally friendly print on demand basis using only what is necessary to meet the required demands of an interested public We invite you to learn of the records of the U S Government heightening the knowledge and debate that can lead from such publications This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work was reproduced from the original artifact and remains as true to the original work as possible Therefore you will see the original copyright references library stamps as most of these works have been housed in our most important libraries around the world and other notations in the work This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work As a reproduction of a historical artifact this work may contain missing or blurred pages poor pictures errant marks etc Scholars believe and we concur that this work is important enough to be preserved

reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant *National Mathematics Advisory Panel*

Preliminary Report Department of Education (ED),2007 The National Mathematics Advisory Panel was established within the Department of Education as part of the President s American Competitiveness Initiative through Executive Order 13398 April 18 2006 This document fulfills the obligation of that order to issue a Preliminary Report no later than January 31 2007 The Panel chose to divide into task groups focused on detailed examination of particular areas relevant to the Executive Order and other areas of inquiry The full range of issues will be covered in a phased process with new efforts being undertaken as earlier issues are completed The four task groups that have been active in this phase all deal with critical elements of mathematics education 1 Learning Processes 2 Conceptual Knowledge and Skills 3 Instructional Practices and Materials and 4 Teachers and Teacher Education In addition the Panel created two subcommittees to address a the development of a stated approach concerning standards of evidence and b a plan for a survey of teachers in the field At the time this report was accepted progress was described as follows 1 All four task groups are currently engaged in their tasks and are in the process of examining relevant literature and materials it is premature for the Panel to convey major findings and conclusions at this time 2 Subcommittee on Standards of Evidence has made progress toward a guide for use by the task groups as they address their issues and the pertinent evidence methodological principles and details will be refined as members use them in reviews of the research and 3 Subcommittee on the Survey of Teachers has developed goals for the planned survey As the present agenda unfolds the Panel expects to take up parts of the President s charge that cannot be covered with the current task groups Appendixes include 1 Presidential Executive Order and 2 Panel Meetings *Foundations for Success* Department of Education, Washington, DC.,2008 On March 13 2008 the National Mathematics Advisory Panel submitted its Final Report to the President of the United States and the Secretary of Education and it was officially released to the public on that date as well The Panel agrees that the delivery system in mathematics education the system that translates mathematical knowledge into value and ability for the next generation is broken and must be fixed This is not a conclusion about any single element of the system It is about how the many parts do not now work together to achieve a result worthy of this country s values and ambitions In this report the Panel suggest that America has genuine opportunities for improvement in mathematics education This report lays out many concrete steps that can be taken now toward significantly improved mathematics education the essence of the Panel s message is to put first things first The six recommendations for making improvements include 1 The mathematics curriculum in Grades PreK 8 should be streamlined and should emphasize a well defined set of the most critical topics in the early grades 2 Use should be made of what is clearly known from rigorous research about how children learn especially by recognizing a the advantages for children in having a strong start b the mutually reinforcing benefits of conceptual understanding procedural fluency and automatic i e quick and effortless recall of facts and c that effort not just

inherent talent counts in mathematical achievement 3 Citizens and their educational leadership should recognize mathematically knowledgeable classroom teachers as having a central role in mathematics education and should encourage rigorously evaluated initiatives for attracting and appropriately preparing prospective teachers and for evaluating and retaining effective teachers 4 Instructional practice should be informed by high quality research when available and by the best professional judgment and experience of accomplished classroom teachers 5 National Assessment of Educational Progress NAEP and state assessments should be improved in quality and should carry increased emphasis on the most critical knowledge and skills leading to Algebra and 6 The nation must continue to build capacity for more rigorous research in education so that it can inform policy and practice more effectively The following are appended 1 Presidential Executive Order 13398 2 Rosters of Panel Members Staff and Consultants 3 Organization and Operation of the Panel 4 Dates and Locations of Meetings and 5 Rosters of Task Groups and Subcommittees Contains 3 tables and 16 footnotes This report was produced for the U S Department of Education by Widmeyer Communications and Abt Associates Inc It was developed and adopted by the members of the National Mathematics Advisory Panel

The National Mathematics Advisory Panel Report United States. Congress. House. Committee on Education and Labor, 2008 Foundations for Success United States. National Mathematics Advisory Panel, 2008

National Mathematics Advisory Panel Reports of the Task Groups and Subcommittees Department of Education (ED), 2008 For students to compete in the 21st century global economy knowledge of and proficiency in mathematics are critical Whether headed to college or to the workforce today's high school graduates need solid mathematics skill The National Mathematics Advisory Panel was created in 2006 and charged with reviewing the best available scientific evidence and making recommendations on improving mathematics education with a focus on readiness for and success in algebra This report contains findings and recommendations on topics including curricular content learning processes instructional practices and materials teachers assessments and future research priorities The following chapters are included in this report 1 Introduction 2 Report of the Subcommittee on Standards of Evidence Valerie F Reyna Camilla Persson Benbow A Wade Boykin Grover J Russ Whitehurst and Tyrrell Flawn 3 Report of the Task Group on Conceptual Knowledge and Skills Francis Skip Fennell Larry R Faulkner Liping Ma Wilfried Schmid Sandra Stotsky Hung Hsi Wu and Tyrrell Flawn 4 Report of the Task Group on Learning Processes David C Geary A Wade Boykin Susan Embretson Valerie Reyna Robert Siegler Daniel B Berch and Jennifer Graban 5 Report of the Task Group on Teachers and Teacher Education Deborah Loewenberg Ball James Simons Hung Hsi Wu Raymond Simon Grover J Russ Whitehurst and Jim Yun 6 Report of the Task Group on Instructional Practices Russell Gersten Joan Ferrini Mundy Camilla Benbow Douglas H Clements Tom Loveless Vern Williams Irma Arispe and Marian Banfield 7 Report of the Subcommittee on Instructional Materials Robert S Siegler Bert Fristedt Vern Williams Irma Arispe Daniel B Berch and Marian Banfield 8 Report of the Task Group on Assessment Camilla P Benbow Susan Embretson Francis Skip Fennell Bert Fristedt Tom

Loveless Wilfried Schmid Sandra Stotsky Irma Arispe and Ida Eblinger Kelley and 9 Report of the Subcommittee on the National Survey of Algebra I Teachers Tom Loveless Francis Skip Fennell Vern Williams Deborah Loewenberg Ball and Marian Banfield Final Report on the National Survey of Algebra Teachers for the National Mathematics Advisory Panel Subcommittee Thomas B Hoffer Lekha Venkataraman E C Hedberg and Shobha Shagle Appended to the main report are 1 Presidential Executive Order 13398 and 2 Rosters of Panel Members U S Department of Education Staff and Consultants Individual chapters contain references tables figures and appendixes *The National Mathematics Advisory Panel Report* United States. Congress. House. Committee on Education and Labor (2007),2008 **Federal Register** ,2008-07-18

Special Issue on Foundations for Success American Educational Research Association,2008 , **United States**

Government Publications Monthly Catalog ,1947 **Effective Math Interventions** Robin S. Coddington,Robert J. Volpe,Brian C. Poncy,2017-02-09 Building foundational whole number knowledge can help put K 5 students on the path to academic success and career readiness Filling a gap for school practitioners this book presents step by step guidelines for designing and implementing classwide small group and individual interventions for mathematics difficulties Effective procedures for screening assessment intervention selection and progress monitoring are described and illustrated with detailed case vignettes User friendly features include 20 reproducible handouts and forms the print book has a large size format with lay flat binding for easy photocopying Purchasers get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by T Chris Riley Tillman **The Online Classroom** Brooke B. Eisenbach,Paula Greathouse,2018-11-01 The world of middle level education is rapidly evolving Increasingly online learning platforms are complementing or replacing traditional classroom settings As students exchange classroom interaction for online collaboration pencils for keyboards face to face conversations for chat room texts and traditional lessons for digital modules it becomes apparent that teachers schools and administrators must identify ways to keep pace We must identify ways to meet the needs of middle level learners within this digital context In this volume researchers and teachers share a variety of resources centered on the growing world of virtual education and its implications for the middle level learner educator and classroom Building Mathematical Comprehension Laney Sammons,2011-04-01 Apply familiar reading comprehension strategies and relevant research to mathematics instruction to aid in building students comprehension in mathematics This resource demonstrates how to facilitate student learning to build schema and make connections among concepts In addition it provides clear strategies to help students ask good questions visualize mathematics and synthesize their understanding This resource is aligned to College and Career Readiness Standards **Handbook of Research on Teaching** Drew Gitomer,Courtney Bell,2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues In

each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume s 23 chapters is a canonical piece that will serve as a reference tool for the field The Handbook provides readers with an unaparalleled view of the current state of research on teaching across its multiple facets and related fields

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Table of Contents National Mathematics Panel Report

1. Understanding the eBook National Mathematics Panel Report
 - The Rise of Digital Reading National Mathematics Panel Report
 - Advantages of eBooks Over Traditional Books
2. Identifying National Mathematics Panel Report
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an National Mathematics Panel Report
 - User-Friendly Interface
4. Exploring eBook Recommendations from National Mathematics Panel Report
 - Personalized Recommendations
 - National Mathematics Panel Report User Reviews and Ratings
 - National Mathematics Panel Report and Bestseller Lists
5. Accessing National Mathematics Panel Report Free and Paid eBooks
 - National Mathematics Panel Report Public Domain eBooks

- National Mathematics Panel Report eBook Subscription Services
- National Mathematics Panel Report Budget-Friendly Options
- 6. Navigating National Mathematics Panel Report eBook Formats
 - ePub, PDF, MOBI, and More
 - National Mathematics Panel Report Compatibility with Devices
 - National Mathematics Panel Report Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of National Mathematics Panel Report
 - Highlighting and Note-Taking National Mathematics Panel Report
 - Interactive Elements National Mathematics Panel Report
- 8. Staying Engaged with National Mathematics Panel Report
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers National Mathematics Panel Report
- 9. Balancing eBooks and Physical Books National Mathematics Panel Report
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection National Mathematics Panel Report
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine National Mathematics Panel Report
 - Setting Reading Goals National Mathematics Panel Report
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of National Mathematics Panel Report
 - Fact-Checking eBook Content of National Mathematics Panel Report
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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