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THE INTUITIVE SOURCES
OF PROBABILISTIC THINKING
IN CHILDREN



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Intuitive Sources Of Probabilistic Thinking In Children

Olivia N. Saracho



Intuitive Sources Of Probabilistic Thinking In Children:

The Intuitive Sources of Probabilistic Thinking in Children H. Fischbein, 2012-12-06 About a year ago I promised my friend Fischbein a preface to his book of which I knew the French manuscript Now with the printer's proofs under my eyes I like the book even better than I did then because of and influenced by new experiences in the meantime and fresh thoughts that crossed my mind Have I been influenced by what I remembered from the manuscript If so it must have happened unconsciously But of course what struck me in this work a year ago struck a responsive chord in my own mind In the past mathematics teaching theory has strongly been influenced by a view on mathematics as a heap of concepts and on learning mathematics as concepts attainment Mathematics teaching practice has been jeopardised by this theoretical approach which in its most dangerous form expresses itself as a radical atomism To concepts attainment Fischbein opposes acquisition of intuitions In my own publications I avoided the word intuition because of the variety of its meanings across languages For some time I have used the term constitution of mathematical objects which I think means the same as Fischbein's acquisition of intuitions indeed as I view it constituting a mental object precedes its conceptualising and under this viewpoint I tried to observe mathematical activities of young children

The Intuitive Sources of Probabilistic Thinking in Children H. Fischbein, 1980-11-30

The intuitive sources of probabilistic thinking in children E. Fischbein, 1975 *Probabilistic Thinking* Egan J. Chernoff, Bharath Sriraman, 2013-12-05 This volume provides a necessary current and extensive analysis of probabilistic thinking from a number of mathematicians mathematics educators and psychologists The work of 58 contributing authors investigating probabilistic thinking across the globe is encapsulated in 6 prefaces 29 chapters and 6 commentaries Ultimately the four main perspectives presented in this volume Mathematics and Philosophy Psychology Stochastics and Mathematics Education are designed to represent probabilistic thinking in a greater context

Handbook of Research on the Education of Young Children Olivia N. Saracho, 2019-10-30 The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world This outstanding resource provides a comprehensive research overview of important contemporary issues as well as the information necessary to make knowledgeable judgments about these issues Now in its fourth edition this handbook features all new sections on social emotional learning non cognitive assessment child development early childhood education content areas teacher preparation technology multimedia and English language learners With thorough updates to chapters and references this new edition remains the cutting edge resource for making the field's extensive knowledge base readily available and accessible to researchers and educators It is a valuable resource for all of those who work and study in the field of early childhood education including researchers educators policy makers librarians and school administrators This volume addresses critical up to date research on several disciplines such as child development early childhood education psychology curriculum teacher preparation policy evaluation strategies technology and multimedia exposure

Decision Making under

Uncertainty R.W. Scholz,1983-11-01 This volume contains the revised papers of an international symposium on research on fallacies biases and the development of decision behavior under uncertainty The papers are organized in five main sections The Introduction outlines the conceptual framework and how three of the sections Cognitive Decision Research Social Interaction and Development and Epistemology are interrelated and also how new fields such as research into developmental questions can be productively integrated In the fifth section Comments are collected which evaluate the impact of the contributions on decision research itself and also on cognitive psychology social psychology economic theory and the discipline of mathematics education

Cognitive Diagnostic Assessment for Learning Peida Zhan,Feiming Li,Hong Jiao,2022-01-19

Teaching and Learning Stochastics Carmen Batanero,Egan J Chernoff,2018-03-01 This book presents a collection of selected papers that represent the current variety of research on the teaching and learning of probability The respective chapters address a diverse range of theoretical empirical and practical aspects underpinning the teaching and learning of probability curricular issues probabilistic reasoning misconceptions and biases as well as their pedagogical implications These chapters are divided into THREE main sections dealing with TEACHING PROBABILITY STUDENTS REASONING AND LEARNING AND EDUCATION OF TEACHERS In brief the papers presented here include research dealing with teachers and students at different levels and ages from primary school to university and address epistemological and curricular analysis as well as the role of technology simulations language and visualisation in teaching and learning probability As such it offers essential information for teachers researchers and curricular designers alike

Judgment and Decision Making as a Skill Mandeep K. Dhami,Anne Schlottmann,Michael R. Waldmann,2012 Identifies how human judgment and decision making may evolve develop and be learned or trained

Oxford Handbook of Numerical Cognition Roi Kadosh,Ann Dowker,2015-07-30 How do we understand numbers Do animals and babies have numerical abilities Why do some people fail to grasp numbers and how we can improve numerical understanding Numbers are vital to so many areas of life in science economics sports education and many aspects of everyday life from infancy onwards Numerical cognition is a vibrant area that brings together scientists from different and diverse research areas e g neuropsychology cognitive psychology developmental psychology comparative psychology anthropology education and neuroscience using different methodological approaches e g behavioral studies of healthy children and adults and of patients electrophysiology and brain imaging studies in humans single cell neurophysiology in non human primates habituation studies in human infants and animals and computer modeling While the study of numerical cognition had been relatively neglected for a long time during the last decade there has been an explosion of studies and new findings This has resulted in an enormous advance in our understanding of the neural and cognitive mechanisms of numerical cognition In addition there has recently been increasing interest and concern about pupils mathematical achievement in many countries resulting in attempts to use research to guide mathematics instruction in schools and to develop interventions for children with mathematical difficulties This

handbook brings together the different research areas that make up the field of numerical cognition in one comprehensive and authoritative volume The chapters provide a broad and extensive review that is written in an accessible form for scholars and students as well as educationalists clinicians and policy makers The book covers the most important aspects of research on numerical cognition from the areas of development psychology cognitive psychology neuropsychology and rehabilitation learning disabilities human and animal cognition and neuroscience computational modeling education and individual differences and philosophy Containing more than 60 chapters by leading specialists in their fields the Oxford Handbook of Numerical Cognition is a state of the art review of the current literature

Cognitive Perspectives on Children's Social and Behavioral Development M. Perlmutter, 2014-01-14 This volume contains the papers presented at the eighteenth Minnesota Symposia on Child Psychology held October 27-29 1983 at the University of Minnesota Minneapolis As has been the tradition for this annual series the faculty of the Institute of Child Development invited internationally eminent researchers to present their research and to consider problems of mutual concern to scientists studying development The theme of the eighteenth symposium and the present volume was cognitive perspectives on social and behavior development

Exploring Probability in School Graham A. Jones, 2006-03-30 Exploring Probability in School provides a new perspective into research on the teaching and learning of probability It creates this perspective by recognizing and analysing the special challenges faced by teachers and learners in contemporary classrooms where probability has recently become a mainstream part of the curriculum from early childhood through high school The authors of the book discuss the nature of probability look at the meaning of probabilistic literacy and examine student access to powerful ideas in probability during the elementary middle and high school years Moreover they assemble and analyse research based pedagogical knowledge for teachers that can enhance the learning of probability throughout these school years With the book's rich application of probability research to classroom practice it will not only be essential reading for researchers and graduate students involved in probability education it will also capture the interest of educational policy makers curriculum personnel teacher educators and teachers

Forms of Mathematical Knowledge Dina Tirosh, 2013-03-14 What mathematics is entailed in knowing to act in a moment Is tacit rhetorical knowledge significant in mathematics education What is the role of intuitive models in understanding learning and teaching mathematics Are there differences between elementary and advanced mathematical thinking Why can't students prove What are the characteristics of teachers' ways of knowing This book focuses on various types of knowledge that are significant for learning and teaching mathematics The first part defines discusses and contrasts psychological philosophical and didactical issues related to various types of knowledge involved in the learning of mathematics The second part describes ideas about forms of mathematical knowledge that are important for teachers to know and ways of implementing such ideas in preservice and in service education The chapters provide a wide overview of current thinking about mathematics learning and teaching which is of interest for researchers in mathematics education and

mathematics educators Topics covered include the role of intuition in mathematics learning and teaching the growth from elementary to advanced mathematical thinking the significance of genres and rhetoric for the learning of mathematics and the characterization of teachers ways of knowing Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education Carmen Batanero,Gail Burrill,Chris Reading,2011-07-31 Teaching Statistics in School Mathematics Challenges for Teaching and Teacher Education results from the Joint ICMI IASE Study Teaching Statistics in School Mathematics Challenges for Teaching and Teacher Education Oriented to analyse the teaching of statistics in school and to recommend improvements in the training of mathematics teachers to encourage success in preparing statistically literate students the volume provides a picture of the current situation in both the teaching of school statistics and the pre service education of mathematics teachers A primary goal of Teaching Statistics in School Mathematics Challenges for Teaching and Teacher Education is to describe the essential elements of statistics teacher s professional knowledge and their learning experiences Moreover a research agenda that invites new research while building from current knowledge is developed Recommendations about strategies and materials available to train prospective teachers in university and in service teachers who have not been adequately prepared are also accessible to the reader **Teaching Statistical Concepts** Anne Hawkins,Flavia Jolliffe,Leslie Glickman,2014-09-19 There is growing recognition that statistics should be part of the core curriculum for the compulsory schooling of all children leading to a now urgent need for teachers to be trained in both statistical content and appropriate teaching methods This book lays the foundation for teacher s responses to these changes exploring how best to teach those applied skills which are now seen to be a more relevant part of the content of statistical courses **Childhood Today** Alex Owen,2017-07-24 This is an urgently needed book that explores a number of different concepts of childhood in 21st century The book throughout considers enduring topics and new concepts of childhood and initiates a number of questions that students of education childhood and early childhood studies can engage as lines of inquiries The book offers a multidisciplinary approach of the child today that influences practice policy and education and offers diverse dimensions to provoke our thinking Dr Ioanna Palaologou Institute of Education University College London How we understand what childhood means in today s society is constantly changing and the rate of this change is unprecedented This new edited book explores what it really means to be a child of the 21st century and how we as professionals researchers parents and adults can understand an environment seemingly in constant flux Each chapter seeks to explore and problematise some of the different labels that we give to children in an attempt to understand their contemporary experiences From the Regulated Child to the Stressed Child to the Poor Child the book covers a wide array of key issues in contemporary childhood including obesity risk special needs wellbeing and poverty The pace of change in childhood can be daunting but this book helps students practitioners and researchers to explore and understand the variety of issues affecting children in the UK and all over the world **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 **MasterClass in Mathematics Education** Paul Andrews,Tim

Rowland,2013-11-21 MasterClass in Mathematics Education provides accessible links between theory and practice and encourages readers to reflect on their own understanding of their teaching context Each chapter written by an internationally respected authority explores the key concepts within the selected area of the field drawing directly on published research to encourage readers to reflect on the content ideas and ongoing debates Using international case studies each chapter will encourage readers to think about ways that the teaching and learning of mathematics reflect different cultural traditions and expectations and enable them to evaluate effective strategies for their own contexts The Science of Conjecture James Franklin,2015-08-01 How did we make reliable predictions before Pascal and Fermat s discovery of the mathematics of probability in 1654 What methods in law science commerce philosophy and logic helped us to get at the truth in cases where certainty was not attainable In The Science of Conjecture James Franklin examines how judges witch inquisitors and juries evaluated evidence how scientists weighed reasons for and against scientific theories and how

merchants counted shipwrecks to determine insurance rates The Science of Conjecture provides a history of rational methods of dealing with uncertainty and explores the coming to consciousness of the human understanding of risk

Statistical Literacy at School Jane M. Watson, 2013-05-13 This book reveals the development of students understanding of statistical literacy It provides a way to see student thinking and gives readers a deeper sense of how students think about important statistical topics Intended as a complement to curriculum documents and textbook series it is consistent with the current principles and standards of the National Council of Teachers of Mathematics The term statistical literacy is used to emphasize that the purpose of the school curriculum should not be to turn out statisticians but to prepare statistically literate school graduates who are prepared to participate in social decision making Based on ten years of research with reference to other significant research as appropriate the book looks at students thinking in relation to tasks based on sampling graphical representations averages chance beginning inference and variation which are essential to later work in formal statistics For those students who do not proceed to formal study as well as those who do these concepts provide a basis for decision making or questioning when presented with claims based on data in societal settings Statistical Literacy at School Growth and Goals establishes an overall framework for statistical literacy in terms of both the links to specific school curricula and the wider appreciation of contexts within which chance and data handling ideas are applied demonstrates within this framework that there are many connections among specific ideas and constructs provides tasks adaptable for classroom or assessment use that are appropriate for the goals of statistical literacy presents extensive examples of student performance on the tasks illustrating hierarchies of achievement to assist in monitoring gains and meeting the goals of statistical literacy and includes a summary of analysis of survey data that suggests a developmental hierarchy for students over the years of schooling with respect to the goal of statistical literacy Statistical Literacy at School Growth and Goals is directed to researchers curriculum developers professionals and students in mathematics education as well those across the curriculum who are interested in students cognitive development within the field to teachers who want to focus on the concepts involved in statistical literacy without the use of formal statistical techniques and to statisticians who are interested in the development of student understanding before students are exposed to the formal study of statistics

Reviewing **Intuitive Sources Of Probabilistic Thinking In Children**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Intuitive Sources Of Probabilistic Thinking In Children**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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