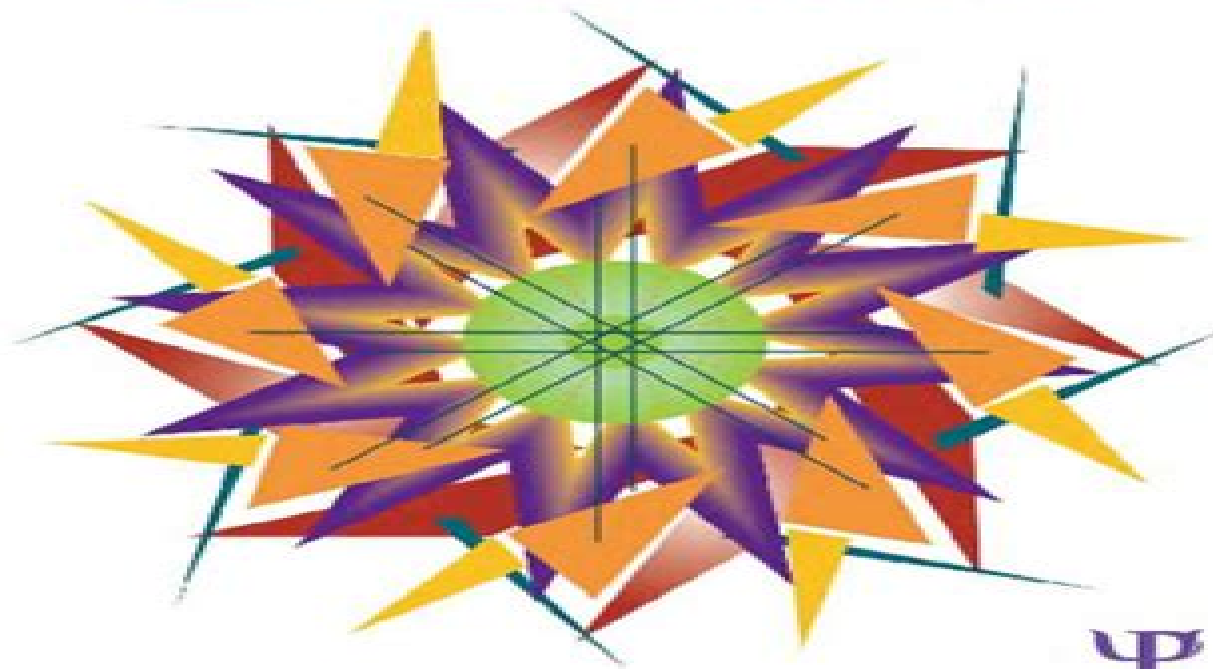


HANDBOOK OF MATHEMATICAL COGNITION



Psychology Press

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Mathematical Cognition

Xinlin Zhou



Mathematical Cognition:

Mathematical Cognition James M. Royer, 2003-01-01 This book is divided into seven chapters including a broad overview of mathematical cognition development of mathematical cognition working memory automaticity and mathematical problem solving mathematical problem solving and mathematical learning disabilities *Handbook of Mathematical Cognition* Jamie I. D. Campbell, 2005 First Published in 2005 Routledge is an imprint of Taylor Francis an informa company **Language and Culture in Mathematical Cognition** Daniel B. Berch, David C. Geary, Kathleen Mann Koepke, 2018-07-27 Language and Culture in Mathematical Cognition First Edition focuses on the role of linguistic and cultural factors in math cognition and development It covers a wide range of topics including analogical mapping in numerical development arithmetic fact retrieval in the bilingual brain cross cultural comparisons of mathematics achievement the shaping of numerical processing by number word construction the influence of Head Start programs the mathematical skills of children with specific language impairments the role of culture and language in creating associations between number and space and electrophysiological studies of linguistic traces in core knowledge at the neural level Includes cutting edge findings innovative measures recent methodological advances and groundbreaking theoretical developments Synthesizes research from various subdomains of math cognition research Covers the full complement of research in mathematical thinking and learning Informs researchers scholars educators students and policymakers **Development of Mathematical Cognition** Daniel B. Berch, David C. Geary, Kathleen Mann Koepke, 2015-10-03 Development of Mathematical Cognition Neural Substrates and Genetic Influences reviews advances in extant imaging modalities and the application of brain stimulation techniques for improving mathematical learning It goes on to explore the role genetics and environmental influences have in the development of math abilities and disabilities Focusing on the neural substrates and genetic factors associated with both the typical and atypical development of mathematical thinking and learning this second volume in the Mathematical Cognition and Learning series integrates the latest in innovative measures and methodological advances from the top researchers in the field Provides details about new progress made in the study of neural correlates of numerical and arithmetic cognition Addresses recent work in quantitative and molecular genetics Works to improve instruction in numerical arithmetical and algebraic thinking and learning Informs policy to help increase the level of mathematical proficiency among the general public *Mathematical Cognition* Brian Butterworth, Lisa Cipolotti, 1996 This volume is a collection of all papers published in Volume One of the journal Mathematical Cognition The aim of the journal is to provide a forum for explorations of how we understand mathematics and how we acquire and use mathematical concepts The journal encourages an interdisciplinary approach to the field and publishes advances in the study of the mental representation and use of mathematical concepts from a range of disciplines This first volume features contributions from cognitive psychology developmental psychology philosophy neuroscience education computational modelling and neuropsychology **An Introduction to Mathematical**

Cognition Camilla Gilmore,Silke M. Göbel,Matthew Inglis,2018-06-13 The last decade has seen a rapid growth in our understanding of the cognitive systems that underlie mathematical learning and performance and an increased recognition of the importance of this topic This book showcases international research on the most important cognitive issues that affect mathematical performance across a wide age range from early childhood to adulthood The book considers the foundational competencies of nonsymbolic and symbolic number processing before discussing arithmetic conceptual understanding individual differences and dyscalculia algebra number systems reasoning and higher level mathematics such as formal proof Drawing on diverse methodology from behavioural experiments to brain imaging each chapter discusses key theories and empirical findings and introduces key tasks used by researchers The final chapter discusses challenges facing the future development of the field of mathematical cognition and reviews a set of open questions that mathematical cognition researchers should address to move the field forward This book is ideal for undergraduate or graduate students of psychology education cognitive sciences cognitive neuroscience and other academic and clinical audiences including mathematics educators and educational psychologists

Mathematical Cognition and Understanding Katherine M. Robinson,Adam K. Dubé,Donna Kotsopoulos,2023-05-31 This book focuses on elementary and middle school children s understanding of mathematics as well as the cognitive aspects involved in the development of mathematical knowledge skills and understanding Children s success in and understanding of mathematics stem from factors beyond the mathematics curriculum Researchers are increasingly becoming aware of the necessity to consider a complex set of variables when accounting for large individual differences in mathematics achievement These chapters contribute to how both researchers and educators can consider the multidimensionality of skills involved in developing mathematical knowledge in the middle school years as well as to how this knowledge can be used to enhance practices in the mathematics classroom Topics include the cognitive and spatial skills involved in mathematics knowledge the role of motivation in mathematics learning the neurological processes and development of children s mathematics skills the development of understanding of arithmetic and fraction concepts the factors relating to children s word problem success and techniques to promote mathematics understanding This book and its companion Mathematical Teaching and Learning take an interdisciplinary perspective to mathematical learning and development in the elementary and middle school years The authors and perspectives in this book draw from education neuroscience developmental psychology and cognitive psychology The book will be relevant to scholars educators in the field of mathematics education and also those in childhood development and cognition Each chapter also includes practical tips and implications for parents as well as for educators and researchers

Cognitive Foundations for Improving Mathematical Learning David C. Geary,Daniel B. Berch,Kathleen Mann Koepke,2019-01-03 The fifth volume in the Mathematical Cognition and Learning series focuses on informal learning environments and other parental influences on numerical cognitive development and formal instructional interventions for improving mathematics learning and

performance The chapters cover the use of numerical play and games for improving foundational number knowledge as well as school math performance the link between early math abilities and the approximate number system and how families can help improve the early development of math skills The book goes on to examine learning trajectories in early mathematics the role of mathematical language in acquiring numeracy skills evidence based assessments of early math skills approaches for intensifying early mathematics interventions the use of analogies in mathematics instruction schema based diagrams for teaching ratios and proportions the role of cognitive processes in treating mathematical learning difficulties and addresses issues associated with intervention fadeout Identifies the relative influence of school and family on math learning Discusses the efficacy of numerical play for improvement in math Features learning trajectories in math Examines the role of math language in numeracy skills Includes assessments of math skills Explores the role of cognition in treating math based learning difficulties

Heterogeneous Contributions to Numerical Cognition Wim Fias,Avishai Henik,2021-05-28 Arithmetic disability stems from deficits in neurodevelopment with great individual differences in development or function of an individual at neuroanatomical neuropsychological behavioral and interactional levels Heterogeneous Contributions to Numerical Cognition Learning and Education in Mathematical Cognition examines research in mathematical education methods and their neurodevelopmental basis focusing on the underlying neurodevelopmental features that must be taken into account when teaching and learning mathematics Cognitive domains and functions such as executive functions memory attention and language contribute to numerical cognition and are essential for its proper development These lines of research and thinking in neuroscience are discussed in this book to further the understanding of the neurodevelopmental and cognitive basis of more complex forms of mathematics and how to best teach them By unravelling the basic building blocks of numerical thinking and the developmental basis of human capacity for arithmetic this book and the discussions within are important for the achievement of a comprehensive understanding of numerical cognition its brain basis development breakdown in brain injured individuals and failures to master mathematical skills A novel innovative reference on the emerging field of numerical cognition and neurodevelopment underlying mathematical education Includes an overview of the multiple disciplines that comprise numerical cognition written by world leading researchers in the numerical cognition and neurodevelopment fields Features an innovative organization with each section providing a general overview developmental research neurocognitive mechanisms and discussion about relevant studies

Abstract Mathematical Cognition Wolfgang Grodd,Philippe Chassy,2016-08-09 Despite the importance of mathematics in our educational systems little is known about how abstract mathematical thinking emerges Under the uniting thread of mathematical development we hope to connect researchers from various backgrounds to provide an integrated view of abstract mathematical cognition Much progress has been made in the last 20 years on how numeracy is acquired Experimental psychology has brought to light the fact that numerical cognition stems from spatial cognition The findings from neuroimaging and single cell recording

experiments converge to show that numerical representations take place in the intraparietal sulcus. Further research has demonstrated that supplementary neural networks might be recruited to carry out subtasks; for example, the retrieval of arithmetic facts is done by the angular gyrus. Now that the neural networks in charge of basic mathematical cognition are identified, we can move onto the stage where we seek to understand how these basic skills are used to support the acquisition and use of abstract mathematical concepts.

Interdisciplinary Perspectives on Math Cognition Marcel Danesi, 2019-09-14. This is an anthology of contemporary studies from various disciplinary perspectives written by some of the world's most renowned experts in each of the areas of mathematics, neuroscience, psychology, linguistics, semiotics, education, and more. Its purpose is not to add merely to the accumulation of studies but to show that math cognition is best approached from various disciplinary angles with the goal of broadening the general understanding of mathematical cognition through the different theoretical threads that can be woven into an overall understanding. This volume will be of interest to mathematicians, cognitive scientists, educators of mathematics, philosophers of mathematics, semioticians, psychologists, linguists, anthropologists, and all other kinds of scholars who are interested in the nature, origin, and development of mathematical cognition.

Mathematical Cognition James G. Greeno, 1988. **Brain and Mathematical Cognition** Xinlin Zhou, 2024-08-01. This book intends to present a series of insights coming from an in-depth investigation of brain and mathematical cognition in the Chinese population. Specifically, the book introduces research on the associations among number sense, visual form perception, and mathematical fluency; symbolic and non-symbolic mental number line; and the role of spatial modeling and logical inference in mathematical problem solving. The book summarizes the author's previous studies on the involvement of semantic network other than visuospatial network in mathematical cognition. The three-component mathematical model that comes out of more than 10 years of research on mathematical cognition is introduced. The book presents the effect of learning experience on arithmetic-related brain systems. Chinese abacus that can be used to eradicate developmental dyscalculia in classroom is briefly discussed. Special attention in this book is paid to mathematical anxiety and mathematical learning disorders in Chinese schoolchildren. Finally, gender differences in mathematical cognition are also reviewed.

The Oxford Handbook of Philosophy of Mathematics and Logic Stewart Shapiro, 2005-02-10. Mathematics and logic have been central topics of concern since the dawn of philosophy. Since logic is the study of correct reasoning, it is a fundamental branch of epistemology and a priority in any philosophical system. Philosophers have focused on mathematics as a case study for general philosophical issues and for its role in overall knowledge gathering. Today, philosophy of mathematics and logic remain central disciplines in contemporary philosophy, as evidenced by the regular appearance of articles on these topics in the best mainstream philosophical journals. In fact, the last decade has seen an explosion of scholarly work in these areas. This volume covers these disciplines in a comprehensive and accessible manner, giving the reader an overview of the major problems, positions, and battle lines. The 26 contributed chapters are by established experts.

in the field and their articles contain both exposition and criticism as well as substantial development of their own positions. The essays which are substantially self contained serve both to introduce the reader to the subject and to engage in it at its frontiers. Certain major positions are represented by two chapters, one supportive and one critical. The Oxford Handbook of Philosophy of Math and Logic is a ground breaking reference like no other in its field. It is a central resource to those wishing to learn about the philosophy of mathematics and the philosophy of logic or some aspect thereof and to those who actively engage in the discipline from advanced undergraduates to professional philosophers, mathematicians and historians.

Linguistic Influences on Mathematical Cognition Ann Dowker, Hans-Christoph Nuerk, 2017-06-16. For many years an abstract amodal semantic magnitude representation largely independent of verbal linguistic representations has been viewed as the core numerical or mathematical representation. This assumption has been substantially challenged in recent years. Linguistic properties affect not only verbal representations of numbers but also numerical magnitude representation, spatial magnitude representations, calculation, parity representation, place value representation and even early number acquisition. Thus we postulate that numerical and arithmetic processing are not fully independent of linguistic processing. This is not to say that in patients magnitude processing cannot function independently of linguistic processing; we just suppose these functions are connected in the functioning brain. So far much research about linguistic influences on numerical cognition has simply demonstrated that language influences number without investigating the level at which a particular language influence operates. After an overview we present new findings on language influences on seven language levels: Conceptual, Conceptual properties of language, Syntactic, The grammatical structure of languages beyond the word level, influences Semantic, The semantic meaning or existence of words, Lexical, The lexical composition of words in particular number words, Visuo spatial orthographic, Orthographic properties such as the writing reading direction of a language, Phonological, Phonological phonetic properties of languages, Other language related skills, Verbal working memory and other cognitive skills related to language representations. We hope that this book provides a new and structured overview on the exciting influences of linguistic processing on numerical cognition at almost all levels of language processing.

Children's Logical and Mathematical Cognition C.J. Brainerd, 2012-12-06. For some time now the study of cognitive development has been far and away the most active discipline within developmental psychology. Although there would be much disagreement as to the exact proportion of papers published in developmental journals that could be considered cognitive, 50% seems like a conservative estimate. Hence a series of scholarly books to be devoted to work in cognitive development is especially appropriate at this time. The Springer Series in Cognitive Development contains two basic types of books, namely edited collections of original chapters by several authors and original volumes written by one author or a small group of authors. The flagship for the Springer Series will be a serial publication of the advances type carrying the subtitle Progress in Cognitive Development Research. Each volume in the Progress sequence will be strongly thematic in that it will be limited to some well

defined domain of cognitive developmental research e.g. logical and mathematical development, semantic development. All Progress volumes will be edited collections. Editors of such collections, upon consultation with the Series Editor, may elect to have their books published either as contributions to the Progress sequence or as separate volumes. All books written by one author or a small group of authors will be published as separate volumes within the series. A fairly broad definition of cognitive development is being used in the selection of books for this series.

Kant's Mathematical World Daniel Sutherland, 2021-10-28. An explanation of the foundations of Kant's philosophy of mathematics and its connection to his account of human experience.

Handbook of Cognitive Mathematics Marcel Danesi, 2022-10-31. Cognitive mathematics provides insights into how mathematics works inside the brain and how it is interconnected with other faculties through so-called blending and other associative processes. This handbook is the first large collection of various aspects of cognitive mathematics to be amassed into a single title covering decades of connection between mathematics and other figurative processes as they manifest themselves in language, art, and even algorithms. It will be of use to anyone working in math cognition and education, with each section of the handbook edited by an international leader in that field.

Foundations for the Future in Mathematics Education Richard A. Lesh, Eric Hamilton, James J. Kaput, 2020-10-07. The central question addressed in *Foundations for the Future in Mathematics Education* is this: What kind of understandings and abilities should be emphasized to decrease mismatches between the narrow band of mathematical understandings and abilities that are emphasized in mathematics classrooms and tests and those that are needed for success beyond school in the 21st century? This is an urgent question. In fields ranging from aeronautical engineering to agriculture and from biotechnologies to business administration, outside advisors to future-oriented university programs increasingly emphasize the fact that beyond school the nature of problem-solving activities has changed dramatically during the past twenty years as powerful tools for computation, conceptualization, and communication have led to fundamental changes in the levels and types of mathematical understandings and abilities that are needed for success in such fields. For K-12 students and teachers, questions about the changing nature of mathematics and mathematical thinking beyond school might be rephrased to ask: If the goal is to create a mathematics curriculum that will be adequate to prepare students for informed citizenship as well as preparing them for career opportunities in learning organizations in knowledge economies in an age of increasing globalization, how should traditional conceptions of the 3Rs be extended or reconceived? Overall, this book suggests that it is not enough to simply make incremental changes in the existing curriculum whose traditions developed out of the needs of industrial societies. The authors, beyond simply stating conclusions from their research, use results from it to describe promising directions for a research agenda related to this question. The volume is organized in three sections. Part I focuses on naturalistic observations aimed at clarifying what kind of mathematical thinking people really do when they are engaged in real-life problem-solving or decision-making situations beyond school. Part II shifts attention toward changes that have occurred in kinds of elementary

but powerful mathematical concepts topics and tools that have evolved recently and that could replace past notions of basics by providing new foundations for the future This section also initiates discussions about what it means to understand the preceding ideas and abilities Part III extends these discussions about meaning and understanding and emphasizes teaching experiments aimed at investigating how instructional activities can be designed to facilitate the development of the preceding ideas and abilities Foundations for the Future in Mathematics Education is an essential reference for researchers curriculum developers assessment experts and teacher educators across the fields of mathematics and science education

Evolutionary Origins and Early Development of Number Processing David C. Geary, Daniel B. Berch, Kathleen Mann Koepke, 2014-11-04 The first volume in this ground breaking series focuses on the origins and early development of numerical cognition in non human primates lower vertebrates human infants and preschool children The text will help readers understand the nature and complexity of these foundational quantitative concepts and skills along with evolutionary precursors and early developmental trajectories Brings together and focuses the efforts and research of multiple disciplines working in math cognition The contributors bring vast knowledge and experience to bear on resolving extant substantive and methodological challenges to help advance the field of basic number processing Introductory sections and summaries will be included to provide background for non specialist readers

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