

Creativity in Mathematics and the Education of Gifted Students

Edited by
Rosa Leikin, Abraham Berman and Boris Koichu



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Creativity In Mathematics And The Education Of Gifted Students

B. Sriraman, Kyeong Hwa Lee



Creativity In Mathematics And The Education Of Gifted Students:

Creativity in Mathematics and the Education of Gifted Students Roza Leikin, Abraham Berman, Boris Koichu, 2009-01-01
This book breaks through in the field of mathematical creativity and giftedness. It suggests directions for closing the gap between research in the field of mathematics education and research in the field of creativity and giftedness. It also outlines a research agenda for further research and development in the field. The book consists of a balanced set of chapters by mathematicians, mathematics educators, educational psychologists, and educational researchers. The authors of different chapters accept dynamic conception of creativity and giftedness. The book provides analysis of cognitive, affective, and social factors associated with the development of creativity in all students and with the realisation of mathematical talent in gifted students. It contains theoretical essays, research reports, historical overviews, recommendations for curricular design, and insights about promotion of mathematical creativity and giftedness at different levels. The readers will find many examples of challenging mathematical problems intended at developing or examining mathematical creativity and giftedness, as well as ideas for direct implementation in school and tertiary mathematics courses. They will also find theoretical models that can be used in researching students' creativity and giftedness. Research reports enlighten relationships between excellence in mathematics and creativity and examine different aspects of inquiry-based environment as a powerful way for developing mathematical creativity in school students. The readers can also learn about characteristics of creativity of research mathematicians.

The Elements of Creativity and Giftedness in Mathematics B. Sriraman, Kyeong Hwa Lee, 2011-07-23
The Elements of Creativity and Giftedness in Mathematics, edited by Bharath Sriraman and Kyeong Hwa Lee, covers recent advances in mathematics education pertaining to the development of creativity and giftedness. The book is international in scope in the sense that it includes numerous studies on mathematical creativity and giftedness conducted in the U.S., A., China, Korea, Turkey, Israel, Sweden, and Norway, in addition to cross-national perspectives from Canada and Russia. The topics include problem posing, problem solving, and mathematical creativity; the development of mathematical creativity with students; pre- and in-service teachers; cross-cultural views of creativity and giftedness; the unpacking of notions and labels such as high achieving, inclusion, and potential; as well as the theoretical state of the art on the constructs of mathematical creativity and giftedness. The book also includes some contributions from the first joint meeting of the American Mathematical Society and the Korean Mathematical Society in Seoul, 2009. Topics covered in the book are essential reading for graduate students and researchers interested in researching issues and topics within the domain of mathematical creativity and mathematical giftedness. It is also accessible to pre-service and practicing teachers interested in developing creativity in their classrooms, in addition to professional development specialists, mathematics educators, gifted educators, and psychologists.

Creativity and Giftedness Roza Leikin, Bharath Sriraman, 2016-08-24
This volume provides readers with a broad view on the variety of issues related to the educational research and practices in the field of Creativity in Mathematics.

and Mathematical Giftedness The book explores a the relationship between creativity and giftedness b empirical work with high ability or gifted students in the classroom and its implications for teaching mathematics c interdisciplinary work which views creativity as a complex phenomena that cannot be understood from within the borders of disciplines i e to present research and theorists from disciplines such as neuroscience and complexity theory and d findings from psychology that pertain the creatively gifted students As a whole this volume brings together perspectives from mathematics educators psychologists neuroscientists and teachers to present a collection of empirical theoretical and philosophical works that address the complexity of mathematical creativity and giftedness its origins nature nurture and ways forward In keeping with the spirit of the series the anthology substantially builds on previous ZDM volumes on interdisciplinarity 2009 creativity and giftedness 2013

Creativity, Giftedness, and Talent Development in Mathematics Bharath Sriraman, 2008-09-01 Our innovative spirit and creativity lies beneath the comforts and security of today s technologically evolved society Scientists inventors investors artists and leaders play a vital role in the advancement and transmission of knowledge Mathematics in particular plays a central role in numerous professions and has historically served as the gatekeeper to numerous other areas of study particularly the hard sciences engineering and business Mathematics is also a major component in standardized tests in the U S and in university entrance exams in numerous parts of world Creativity and imagination is often evident when young children begin to develop numeric and spatial concepts and explore mathematical tasks that capture their interest Creativity is also an essential ingredient in the work of professional mathematicians Yet the bulk of mathematical thinking encouraged in the institutionalized setting of schools is focused on rote learning memorization and the mastery of numerous skills to solve specific problems prescribed by the curricula or aimed at standardized testing Given the lack of research based perspectives on talent development in mathematics education this monograph is specifically focused on contributions towards the constructs of creativity and giftedness in mathematics This monograph presents new perspectives for talent development in the mathematics classroom and gives insights into the psychology of creativity and giftedness The book is aimed at classroom teachers coordinators of gifted programs math contest coaches graduate students and researchers interested in creativity giftedness and talent development in mathematics

The Relationship of Affect and Creativity in Mathematics Scott A. Chamberlin, Eric L. Mann, 2021-09-03 The Relationship of Affect and Creativity in Mathematics explores the five legs of creativity Iconoclasm Impartiality Investment Intuition and Inquisitiveness as they relate to mathematical giftedness This book Discusses these affective components relevant to mathematical learning experiences Shares how affective components impact students creative processes and products Shows the influence of learning facilitators including teachers afterschool mentors and parents Describes facilitating environments that may enhance the likelihood that creative process and ultimately product emerge Utilizes the expertise of two young scholars to discuss the practical effects of affect and creativity in learning experiences This practical research based book is a must read

for stakeholders in gifted education as many advanced students are underidentified in the area of creativity in mathematics

Creativity in Mathematics and the Education of Gifted Students Roza Leikin, 2008 Mathematical Creativity and Mathematical Giftedness Florence Mihaela Singer, 2018-03-07 This book discusses the relationships between mathematical creativity and mathematical giftedness. It gathers the results of a literature review comprising all papers addressing mathematical creativity and giftedness presented at the International Congress on Mathematical Education ICME conferences since 2000. How can mathematical creativity contribute to children's balanced development? What are the characteristics of mathematical giftedness in early ages? What about these characteristics at university level? What teaching strategies can enhance creative learning? How can young children's mathematical promise be preserved and cultivated preparing them for a variety of professions? These are some of the questions addressed by this book. The book offers among others analyses of substantial learning environments that promote creativity in mathematics lessons, discussions of a variety of strategies for posing and solving problems, investigations of students' progress throughout their schooling and examinations of technological tools and virtual resources meant to enhance learning with understanding. Multiple perspectives in the interdisciplinary fields of mathematical creativity and giftedness are developed to offer a springboard for further research. The theoretical and empirical studies included in the book offer a valuable resource for researchers as well as for teachers of gifted students in specialized or inclusive settings at various levels of education.

The Creative Enterprise of Mathematics Teaching Research Bronislaw Czarnocha, William Baker, Olen Dias, Vrunda Prabhu, 2016-07-28 The Creative Enterprise of Mathematics Teaching Research presents the results and methodology of work of the teaching research community of practice of the Bronx TR Team of the Bronx. It has a twofold aim of impacting both teachers of Mathematics and researchers in Mathematics Education. This volume can be used by teachers of mathematics who want to use research to reflect upon and to improve their teaching craft as well as by researchers who are interested in uncovering riches of classroom learning teaching for research investigations. This book represents the results of a collaboration of instructors discussing their own instruction research analyzed through a conceptual framework obtained via the synthesis of creativity research and educational learning theories based upon the work of Piaget and Vygotsky. The editors see an urgent need for creative synthesis of research and teaching an example of which is presented in the book. Two central themes of the book are the methodology of TR NYCity model and creativity more precisely creativity of the Aha moment formulated by Arthur Koestler 1964 in a very profound but little known theory of bisociation exposed in his work *The Act of Creation*. Incorporation of the theory of bisociation into classroom teaching of mathematics provides the key to enable students who may struggle with mathematics to engage their own creativity become involved in their learning process and thus reach their full potential of excellence. Creativity in teaching remedial mathematics is teaching gifted students how to access their own giftedness.

Research On and Activities For Mathematically Gifted Students Florence Mihaela Singer, Linda Jensen

Sheffield, Viktor Freiman, Matthias Brandl, 2016-06-13 This open access Topical Survey offers a brief overview of the current state of research on and activities for mathematically gifted students around the world This is of interest to a broad readership including educational researchers research mathematicians mathematics teachers teacher educators curriculum designers doctoral students and other stakeholders It first discusses research concerning the nature of mathematical giftedness including theoretical frameworks and methodologies that are helpful in identifying and or creating mathematically gifted students which is described in this section It also focuses on research on and the development of mathematical talent and innovation in students including connections between cognitive social and affective aspects of mathematically gifted students Exemplary teaching and learning practices curricula and a variety of programs that contribute to the development of mathematical talent gifts and passion are described as well as the pedagogy and mathematics content suitable for educating pre service and in service teachers of mathematically gifted students The final section provides a brief summary of the paper along with suggestions for the research activities and resources that should be available to support mathematically gifted students and their teachers parents and other stakeholders

Educating Gifted, Talented, Creative and Dissimilar Learners, 2022-10-17 In this book 31 international academics explore the concepts of gifted talented creative and dissimilar learners as they apply in both school and tertiary education Problem based learning alternative educational settings and meaningful feedback for gifted talented and high potential learners teachers views on creative pedagogies learning analytics for dissimilar learners eMaking for learners with an intellectual disability capabilities led programs learner agency and inclusive practices in mathematics education form a unique nexus of theory research and approaches being presented by the authors These chapters and the totality of this book represent efforts to get a glimpse into the future of the education of the gifted talented creative and dissimilar learners If nothing else this book underlines the value of powerful approaches and tools for educating 21st century school learners as well as tertiary learners in the context of rapidly evolving global educational reforms Contributors are Fatma Nur Akta Tasos Barkatsas Damian Blake Antonios Bouras Grant Cooper Yksel Dede Kirsten Ellis Zara Ersozlu Aleryk Fricker Vasilis Gialamas Andrew Gilbert Wendy Goff Anne K Horak Gasangusein I Ibragimov Jennifer Jolly Aliya A Kalimullina Gillian Kidman Konstantinos Lavidas Huk Yuen Law Sandra McKechnie Patricia McLaughlin Juanjo Mena Anastasia Papadopoulou Angela Rogers Aim Sacrez Rachel Sheffield Stefan Schutt Hazel Tan Kok Sing Tang Roza A Valeeva and Wanty Widjaja

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