

# MACHINE LEARNING FOR SPATIAL ENVIRONMENTAL DATA THEORY APPLICATIONS AND SOFTWARE ENVIRONMENTAL SCIENCES ENVIRONMENTAL ENGINEERING

MACHINE LEARNING FOR SPATIAL ENVIRONMENTAL DATA  
THE OXFORD HANDBOOK OF COMPARATIVE COGNITION  
SPATIAL LEARNING STRATEGIES  
MACHINE LEARNING FOR SPATIAL ENVIRONMENTAL DATA  
NEAR AND FAR AT THE BEACH  
EVALUATING LEARNING ENVIRONMENTS  
BEHAVIORAL GENETICS OF THE  
MOUSE: VOLUME 1, GENETICS OF BEHAVIORAL PHENOTYPES  
BIOINFORMATICS, SUPERCOMPUTING AND COMPLEX GENOME ANALYSIS - PROCEEDINGS OF  
THE 2ND INTERNATIONAL CONFERENCE  
SPACE IN MIND  
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SPATIAL COGNITION III  
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PROCEEDINGS OF THE ARISTOTELIAN SOCIETY FOR THE SYSTEMATIC STUDY OF PHILOSOPHY  
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IN THE PAST DECADE THE FIELD OF COMPARATIVE COGNITION HAS GROWN AND THRIVED NO LESS RIGOROUS THAN PURELY BEHAVIORISTIC  
INVESTIGATIONS EXAMINATIONS OF ANIMAL INTELLIGENCE ARE USEFUL FOR SCIENTISTS AND PSYCHOLOGISTS ALIKE IN THEIR QUEST TO UNDERSTAND  
THE NATURE AND MECHANISMS OF INTELLIGENCE EXTENSIVE FIELD RESEARCH OF VARIOUS SPECIES HAS YIELDED EXCITING NEW AREAS OF RESEARCH  
INTEGRATING FINDINGS FROM PSYCHOLOGY BEHAVIORAL ECOLOGY AND ETHOLOGY IN A UNIQUE AND WIDE RANGING SYNTHESIS OF THEORY AND  
RESEARCH ON ANIMAL COGNITION THE OXFORD HANDBOOK OF COMPARATIVE COGNITION CONTAINS SECTIONS ON PERCEPTION AND ILLUSION ATTENTION  
AND SEARCH MEMORY PROCESSES SPATIAL COGNITION CONCEPTUALIZATION AND CATEGORIZATION PROBLEM SOLVING AND BEHAVIORAL FLEXIBILITY AND  
SOCIAL COGNITION PROCESSES INCLUDING FINDINGS IN PRIMATE TOOL USAGE PATTERN LEARNING AND COUNTING THE AUTHORS HAVE INCORPORATED  
FINDINGS AND THEORETICAL APPROACHES THAT REFLECT THE CURRENT STATE OF THE FIELD THIS COMPREHENSIVE VOLUME WILL BE A MUST READ FOR  
STUDENTS AND SCIENTISTS WHO WANT TO KNOW ABOUT THE STATE OF THE ART OF THE MODERN SCIENCE OF COMPARATIVE COGNITION

SPATIAL LEARNING STRATEGIES TECHNIQUES APPLICATIONS AND RELATED ISSUES REVIEWS THE STATE OF THE ART IN SPATIAL LEARNING STRATEGIES  
AND SUGGESTS WAYS IN WHICH SUCH STRATEGIES FOR EXAMPLE SPATIAL AND SEMANTIC NETWORK REPRESENTATIONS MAY BE MORE POWERFULLY

INSTANTIATED IN TEXT DESIGN AND TECHNOLOGY APPLICATIONS SOME OF THE MOST PROMISING WORK IN THE FIELD OF LEARNING STRATEGIES IS DOCUMENTED COMPRISED OF 15 CHAPTERS THIS BOOK BEGINS WITH AN INTRODUCTION TO SOME OF THE THEORETICAL UNDERPINNINGS OF SPATIAL LEARNING STRATEGIES AS WELL AS SELECTED THEORIES OF INFORMATION PROCESSING THE NEXT SECTION CONTAINS REPORTS ON SPECIFIC LEARNER ORIENTED TECHNIQUES THAT HAVE BEEN DEVELOPED TO IMPROVE THE PERFORMANCES OF STUDENTS WITH RESPECT TO TEXT PROCESSING THE DISCUSSION THEN TURNS TO REPORTS ON SPECIFIC TECHNIQUES THAT HAVE BEEN DEVELOPED AND APPLIED TO OTHER TYPES OF PROCESSING TASKS FOR EXAMPLE TEST TAKING PROBLEM SOLVING OR TO TEACHER AUTHOR COMMUNICATION INCLUDING TEXT ANALYSIS AND INSTRUCTIONAL STRATEGIES THE APPLICATION OF NETWORKING AS A LEARNING STRATEGY TO HEARING IMPAIRED STUDENTS IS ALSO CONSIDERED ALONG WITH SCHEMATIZING MAPPING AND CONCEPT STRUCTURING THE BOOK CONCLUDES BY ASSESSING THE IMPLICATIONS OF SPATIAL STRATEGIES FOR EDUCATION AND APPLIED RESEARCH THIS MONOGRAPH WILL BE OF INTEREST TO BEHAVIORISTS COGNITIVE AND EDUCATIONAL PSYCHOLOGISTS TEACHERS SCHOOL ADMINISTRATORS AND POLICYMAKERS

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PRESENTS AN INTRODUCTION TO THE CONCEPT OF NEAR AND FAR

THE RECENT TREND IN INNOVATIVE SCHOOL DESIGN HAS PROVIDED EXCITING PLACES TO BOTH LEARN AND TEACH NEW GENERATION LEARNING ENVIRONMENTS HAVE ENCOURAGED EDUCATORS TO UNLEASH RESPONSIVE PEDAGOGIES PREVIOUSLY HINDERED BY TRADITIONAL CLASSROOMS AND HAS ALLOWED STUDENTS TO ENGAGE IN A VARIETY OF LEARNING EXPERIENCES WELL BEYOND THE TRADITIONAL CHALK AND TALK COMMON IN MANY SCHOOLS THESE SPACES HAVE MADE CROSS DISCIPLINARY INSTRUCTION COLLABORATIVE LEARNING INDIVIDUALISED CURRICULUM UBIQUITOUS TECHNOLOGIES AND SPECIALISED EQUIPMENT MORE ACCESSIBLE THAN EVER BEFORE THE QUALITY OF OCCUPATION OF SUCH SPACES HAS ALSO BEEN ENCOURAGING MANY LEARNING SPACES NOW RESEMBLE PLACES OF COLLEGIALLY INTELLECTUAL INTRIGUE AND COMFORT AS OPPOSED TO THE

RESTRICTIVE AND MONOTONOUS CLASSROOMS MANY OF US EXPERIENCED IN YEARS PAST THESE SUCCESSES HOWEVER HAVE GENERATED A VERY REAL PROBLEM DO THESE NEW GENERATION LEARNING ENVIRONMENTS ACTUALLY WORK AND IF SO IN WHAT WAYS ARE THEY LEADING TO THE SORTS OF IMPROVED EXPERIENCES AND LEARNING OUTCOMES FOR STUDENTS THEY PROMISE THIS BOOK DESCRIBES STRATEGIES FOR ASSESSING WHAT IS ACTUALLY WORKING DRAWING ON THE BEST THINKING FROM OUR BEST MINDS DOCTORAL STUDENTS TACKLING THE CHALLENGE OF ISOLATING SPACE AS A VARIABLE WITHIN THE PHENOMENON OF CONTEMPORARY SCHOOLING EVALUATING LEARNING ENVIRONMENTS DRAWS TOGETHER THIRTEEN APPROACHES TO LEARNING ENVIRONMENT EVALUATION THAT CAPTURE THE LATEST THINKING IN TERMS OF EMERGING ISSUES METHODS AND KNOWLEDGE

THE FIRST VOLUME IN THE NEW CAMBRIDGE HANDBOOKS IN BEHAVIORAL GENETICS SERIES BEHAVIORAL GENETICS OF THE MOUSE PROVIDES BASELINE INFORMATION ON NORMAL BEHAVIORS ESSENTIAL IN BOTH THE DESIGN OF EXPERIMENTS USING GENETICALLY MODIFIED OR PHARMACOLOGICALLY TREATED ANIMALS AND IN THE INTERPRETATION AND ANALYSES OF THE RESULTS OBTAINED THE BOOK OFFERS A COMPREHENSIVE OVERVIEW OF THE GENETICS OF NATURALLY OCCURRING VARIATION IN MOUSE BEHAVIOR FROM PERCEPTION AND SPONTANEOUS BEHAVIORS SUCH AS EXPLORATION AGGRESSION SOCIAL INTERACTIONS AND MOTOR BEHAVIORS TO REINFORCED BEHAVIORS SUCH AS THE DIFFERENT TYPES OF LEARNING ALSO INCLUDED ARE NUMEROUS EXAMPLES OF POTENTIAL EXPERIMENTAL PROBLEMS WHICH WILL AID AND GUIDE RESEARCHERS TRYING TO TROUBLESHOOT THEIR OWN STUDIES A LASTING REFERENCE THE THOROUGH AND COMPREHENSIVE REVIEWS OFFER AN EASY ENTRANCE INTO THE EXTENSIVE LITERATURE IN THIS FIELD AND WILL PROVE INVALUABLE TO STUDENTS AND SPECIALISTS ALIKE

SINCE THE BEGINNING OF THE GENOME PROJECT THE NECESSARY INVOLVEMENT OF SCIENTISTS OF WIDELY DIVERGENT BACKGROUNDS HAS BEEN EVIDENT THE PROPER HANDLING ANALYSIS DISSEMINATION OF INFORMATION AND THE CONTROL AND DATA GATHERING OF AUTOMATED PROCESS ARE AREAS WHERE COMPUTERS ARE DIRECTLY INVOLVED THUS COMPUTERS ARE INTIMATELY TIED INTO THE PRODUCTION AND ANALYSIS OF BIOLOGICAL DATA HOWEVER MANY CHALLENGES LIE AHEAD THIS VOLUME IS A COLLECTION OF SELECTED ORAL AND POSTER PRESENTATIONS GIVEN AT THE SECOND

INTERNATIONAL CONFERENCE ON BIOINFORMATICS SUPERCOMPUTING AND COMPLEX GENOME ANALYSIS ORGANIZED TO ADDRESS SOME OF THESE CHALLENGES THE TOPICS INCLUDE THE CURRENT STATUS AND FUTURE PROSPECTS OF GENOME MAP MAPPING AND SEQUENCING COMPLEX GENOME ANALYSIS LINGUISTIC AND NEURAL NETWORK APPROACHES DATABASE ISSUES AND COMPUTER TOOLS IN THE GENOME PROJECT THE VOLUME WILL BE IDEAL FOR STUDENTS NEWCOMERS YOUNG RESEARCHERS AND EXPERTS ALIKE WHO ARE COMPUTATIONALLY OR EXPERIMENTALLY ORIENTED KEYNOTE SPEAKERS C L SMITH D GROTHUES T ITO T SANO D WANG Y W ZHU C R CANTON R J ROHNS

THE CURRENT SPATIAL TURN IN MANY DISCIPLINES REFLECTS AN EMERGING SCHOLARLY INTEREST IN SPACE AND SPATIALITY AS CENTRAL COMPONENTS IN UNDERSTANDING THE NATURAL AND CULTURAL WORLDS IN SPACE IN MIND LEADING RESEARCHERS FROM A RANGE OF DISCIPLINES EXAMINE THE IMPLICATIONS OF RESEARCH ON SPATIAL THINKING AND REASONING FOR EDUCATION AND LEARNING THEIR CONTRIBUTIONS SUGGEST WAYS IN WHICH RECENT WORK IN SUCH FIELDS AS SPATIAL COGNITION GEOGRAPHIC INFORMATION SYSTEMS LINGUISTICS ARTIFICIAL INTELLIGENCE ARCHITECTURE AND DATA VISUALIZATION CAN INFORM SPATIAL APPROACHES TO LEARNING AND EDUCATION AFTER ADDRESSING THE CONCEPTUAL FOUNDATIONS OF SPATIAL THINKING FOR EDUCATION AND LEARNING THE BOOK CONSIDERS VISUALIZATION BOTH EXTERNAL FOR EXAMPLE DIAGRAMS AND MAPS AND INTERNAL IMAGERY AND OTHER MENTAL SPATIAL REPRESENTATIONS EMBODIED COGNITION AND SPATIAL UNDERSTANDING AND THE DEVELOPMENT OF SPECIFIC SPATIAL CURRICULA AND LITERACIES FROM DUST JACKET

WIND FORECASTING IN RAILWAY ENGINEERING PRESENTS CORE AND LEADING EDGE TECHNOLOGIES IN WIND FORECASTING FOR RAILWAY ENGINEERING THE TITLE BRINGS TOGETHER WIND SPEED FORECASTING AND RAILWAY WIND ENGINEERING OFFERING SOLUTIONS FROM BOTH FIELDS KEY TECHNOLOGIES ARE PRESENTED ALONG WITH THEORIES MODELING STEPS AND COMPARATIVE ANALYSES OF FORECASTING TECHNOLOGIES EACH CHAPTER PRESENTS CASE STUDIES AND APPLICATIONS INCLUDING TYPICAL APPLICATIONS AND KEY ISSUES ANALYSIS OF WIND FIELD CHARACTERISTICS OPTIMIZATION METHODS FOR THE PLACEMENT OF A WIND ANEMOMETER SINGLE POINT TIME SERIES ALONG RAILWAYS DEEP LEARNING ALGORITHMS ON SINGLE POINT WIND

FORECASTING REINFORCEMENT LEARNING ALGORITHMS ENSEMBLE SINGLE POINT WIND FORECASTING METHODS SPATIAL WIND AND DATA DRIVEN SPATIAL TEMPORAL WIND FORECASTING ALGORITHMS THIS IMPORTANT BOOK OFFERS PRACTICAL SOLUTIONS FOR RAILWAY SAFETY BY BRINGING TOGETHER THE LATEST TECHNOLOGIES IN WIND SPEED FORECASTING AND RAILWAY WIND ENGINEERING INTO A SINGLE VOLUME PRESENTS THE CORE TECHNOLOGIES AND MOST ADVANCED DEVELOPMENTS IN WIND FORECASTING FOR RAILWAY ENGINEERING GIVES CASE STUDIES AND EXPERIMENTAL DESIGNS DEMONSTRATING REAL WORLD APPLICATIONS INTRODUCES CUTTING EDGE DEEP LEARNING AND REINFORCEMENT LEARNING METHODS COMBINES THE LATEST THINKING FROM WIND ENGINEERING AND RAILWAY ENGINEERING OFFERS A COMPLETE SOLUTION TO WIND FORECASTING IN RAILWAY ENGINEERING FOR THE SAFETY OF RUNNING TRAINS

THIS THIRD VOLUME DOCUMENTS THE RESULTS ACHIEVED WITHIN A PRIORITY PROGRAM ON SPATIAL COGNITION FUNDED BY THE GERMAN SCIENCE FOUNDATION DFG THE 23 REVISED FULL PAPERS PRESENTED WENT THROUGH TWO ROUNDS OF REVIEWING AND IMPROVEMENT AND REFLECT THE INCREASED INTERDISCIPLINARY COOPERATION IN THE AREA THE PAPERS ARE ORGANIZED IN TOPICAL SECTIONS ON ROUTES AND NAVIGATION HUMAN MEMORY AND LEARNING SPATIAL REPRESENTATION AND SPATIAL REASONING

MERGING EVOLUTIONARY ECOLOGY AND COGNITIVE SCIENCE COGNITIVE ECOLOGY INVESTIGATES HOW ANIMAL INTERACTIONS WITH NATURAL HABITATS SHAPE COGNITIVE SYSTEMS AND HOW CONSTRAINTS ON NERVOUS SYSTEMS LIMIT OR BIAS ANIMAL BEHAVIOR RESEARCH IN COGNITIVE ECOLOGY HAS EXPANDED RAPIDLY IN THE PAST DECADE AND THIS SECOND VOLUME BUILDS ON THE FOUNDATIONS LAID OUT IN THE FIRST PUBLISHED IN 1998 COGNITIVE ECOLOGY II INTEGRATES NUMEROUS SCIENTIFIC DISCIPLINES TO ANALYZE THE ECOLOGY AND EVOLUTION OF ANIMAL COGNITION THE CONTRIBUTORS COVER THE MECHANISMS ECOLOGY AND EVOLUTION OF LEARNING AND MEMORY INCLUDING DETAILED ANALYSES OF BEE NEUROBIOLOGY BIRD SONG AND SPATIAL LEARNING THEY ALSO EXPLORE DECISION MAKING WITH MECHANISTIC ANALYSES OF REPRODUCTIVE BEHAVIOR IN VOLES ESCAPE HATCHING BY FROG EMBRYOS AND PREDATION IN THE AUDITORY DOMAIN OF BATS AND EARED INSECTS FINALLY THEY CONSIDER SOCIAL

COGNITION FOCUSING ON ALARM CALLS AND THE FACTORS DETERMINING SOCIAL LEARNING STRATEGIES OF CORVIDS FISH AND MAMMALS WITH COGNITIVE ECOLOGY ASCENDING TO ITS RIGHTFUL PLACE IN BEHAVIORAL AND EVOLUTIONARY RESEARCH THIS VOLUME CAPTURES THE PROMISE THAT HAS BEEN REALIZED IN THE PAST DECADE AND LOOKS FORWARD TO NEW RESEARCH PROSPECTS

LEARNING TO THINK SPATIALLY EXAMINES HOW SPATIAL THINKING MIGHT BE INCORPORATED INTO EXISTING STANDARDS BASED INSTRUCTION ACROSS THE SCHOOL CURRICULUM SPATIAL THINKING MUST BE RECOGNIZED AS A FUNDAMENTAL PART OF K<sup>12</sup> EDUCATION AND AS AN INTEGRATOR AND A FACILITATOR FOR PROBLEM SOLVING ACROSS THE CURRICULUM WITH ADVANCES IN COMPUTING TECHNOLOGIES AND THE INCREASING AVAILABILITY OF GEOSPATIAL DATA SPATIAL THINKING WILL PLAY A SIGNIFICANT ROLE IN THE INFORMATION BASED ECONOMY OF THE TWENTY FIRST CENTURY USING APPROPRIATELY DESIGNED SUPPORT SYSTEMS TAILORED TO THE K<sup>12</sup> CONTEXT SPATIAL THINKING CAN BE TAUGHT FORMALLY TO ALL STUDENTS A GEOGRAPHIC INFORMATION SYSTEM GIS OFFERS ONE EXAMPLE OF A HIGH TECHNOLOGY SUPPORT SYSTEM THAT CAN ENABLE STUDENTS AND TEACHERS TO PRACTICE AND APPLY SPATIAL THINKING IN MANY AREAS OF THE CURRICULUM

PREVIOUS RESEARCH SUGGESTS SPATIAL THINKING IS FUNDAMENTAL TO MATHEMATICS LEARNING BRONOWSKI 1947 CLEMENTS SARAMA 2007 2011 AND ACTS AS A PREDICTOR FOR FUTURE MATHEMATICAL ACHIEVEMENT LEVELS BATTISTA 1990 GUNDERSON ET AL 2012 HOWEVER RESEARCH WITH REGARD TO SPATIAL THINKING IS ALMOST NON EXISTENT IN EARLY YEARS MATHEMATICS CLASSROOMS BRUCE MOSS ROSS 2012 CLEMENTS SARAMA 2011 NEWCOMBE FRICK 2010 SARAMA CLEMENTS 2009 2011 STIPEK 2013 AND HOW TO TEACH IT IN THESE CONTEXTS HAS RECEIVED LITTLE ATTENTION FEWER STUDIES AGAIN HAVE FOCUSED ON THE USE OF VIRTUAL MANIPULATIVES IN INFLUENCING YOUNG STUDENTS SPATIAL THINKING HIGHFIELD MULLIGAN 2007 NG SINCLAIR 2015 DESPITE A RECENT SURGE IN STUDIES EXPLORING THE INFLUENCE OF VIRTUAL MANIPULATIVES IN MATHEMATICS CLASSROOMS LITTLE IS KNOWN ABOUT HOW THESE MANIPULATIVES COMPARE TO PHYSICAL MANIPULATIVES ESPECIALLY IN REGARD TO THE CHANGES THAT OCCUR IN THE SOCIAL INTERACTIONS BETWEEN TEACHER AND STUDENTS DURING THE LEARNING PROCESS TO DATE THERE HAS

BEEN NO COMPARATIVE STUDY CONDUCTED THAT EXPLORES THE INFLUENCE OF DIFFERENT EXTERNAL REPRESENTATIONS E G PHYSICAL MANIPULATIVES AND VIRTUAL MANIPULATIVES ON BOTH THE TEACHING AND THE LEARNING ASPECTS WITHIN MATHEMATICS CLASSROOMS THE PURPOSE OF THIS RESEARCH IS TO EXPLORE THE USE OF EXTERNAL REPRESENTATIONS I E PHYSICAL MANIPULATIVES AS COMPARED TO VIRTUAL MANIPULATIVES IN THE MATHEMATICS CLASSROOM AND HOW THESE REPRESENTATIONS SUPPORT YOUNG DISADVANTAGED STUDENTS SPATIAL THINKING THE USE OF MANIPULATIVES IS A COMMON STARTING POINT FOR THE TEACHING AND LEARNING OF SPATIAL THINKING PREVIOUS RESEARCH ON MANIPULATIVE USE BOTH PHYSICAL AND VIRTUAL IN MATHEMATICS EDUCATION HAS YIELDED POSITIVE RESULTS WITH REGARD TO STUDENT LEARNING CLEMENTS 1999 HEDDENS 1997 HIGHFIELD MULLIGAN 2007 RICONSCENTE 2013 SIEMON ET AL 2011 WARREN 2006 WARREN MILLER 2013 RECENT STUDIES INDICATE THAT THESE NEWER DIGITAL TECHNOLOGIES PROMOTE INTERACTIONS BETWEEN VISUAL AND KINAESTHETIC LEARNING WHICH HAVE BEEN SHOWN TO SUPPORT THE TEACHING AND LEARNING OF SPATIAL THINKING BATTISTA 2008 BRUCE MCPHERSON SABETI FLYNN 2011 CLEMENTS SARAMA 2011 HIGHFIELD MULLIGAN 2007 JORGENSEN LOWRIE 2012 SINCLAIR DE FREITAS FERRARA 2013 SINCLAIR MOSS 2012 HOWEVER RESULTS FROM COMPARATIVE STUDIES BETWEEN PHYSICAL MANIPULATIVES AND VIRTUAL MANIPULATIVES HAVE BEEN VARIED E G BROWN 2007 OLKUM 2003 SUH 2005 IT IS PROPOSED THAT DIFFERENT TYPES OF MANIPULATIVES INFLUENCE THE TEACHING AND LEARNING OF SPATIAL THINKING IN DIFFERENT WAYS BY VIEWING THE LEARNING OF SPATIAL THINKING THROUGH A SOCIOCULTURAL PERSPECTIVE ASPECTS OF THE TEACHING AND LEARNING OF SPATIAL LEARNING IN MATHEMATICS CLASSROOMS CAN BE SCRUTINISED A REVIEW OF THE LITERATURE GENERATED TWO RESEARCH QUESTIONS THAT INFORMED THE RESEARCH DESIGN OF THIS STUDY THESE WERE 1 WHAT INFLUENCE DO DIFFERENT EXTERNAL REPRESENTATIONS E G PHYSICAL MANIPULATIVES AND VIRTUAL MANIPULATIVES HAVE ON YOUNG STUDENTS LEARNING OF SPATIAL THINKING 2 WHAT CHANGES OCCUR IN THE TEACHING AND LEARNING OF SPATIAL THINKING WHEN USING DIFFERENT EXTERNAL REPRESENTATIONS E G PHYSICAL MANIPULATIVES AND VIRTUAL MANIPULATIVES GIVEN THAT THE STUDY FOCUSED ON EXPLORING STUDENTS SPATIAL THINKING AS THEY CONSTRUCT THEIR KNOWLEDGE FROM THE INTERACTIONS THEY EXPERIENCE WITH EXTERNAL REPRESENTATIONS AN INTERPRETIVE PARADIGM WAS AN APPROPRIATE EPISTEMOLOGICAL ONTOLOGICAL AND METHODOLOGICAL STANCE



ADOPTED FOR THE RESEARCH VYGOTSKY S 1978 SOCIOCULTURAL THEORY PROVIDED A LENS TO INTERPRET THE INTERACTION BETWEEN TEACHER AND STUDENTS PRACTICAL APPLICATION OF THIS THEORY PERMITTED A NARROWING LENS TO PINPOINT PARTICULAR ASPECTS OF THE TEACHING OF SPATIAL THINKING AND STUDENTS LEARNING OF SPATIAL THINKING WITHIN THIS STUDY THESE PRACTICAL APPLICATIONS INCLUDED THE USE OF ANGHILERI S HIERARCHY OF SCAFFOLDING PRACTICES 2006 AND SFARD S COMMUNICATIVE APPROACH 2008 THE METHODOLOGY FOR THE STUDY INCLUDED TEACHING EXPERIMENTS DATA COLLECTION METHODS INCORPORATED THE USE OF PRE TEST POST TEST AND POST POST TESTING USING SPATIAL TESTING MATERIAL AND OBSERVATIONS OF LESSONS FROM A TEACHING EXPERIMENT N 68 COMPRISING SIX LESSONS THREE BASED ON SPATIAL ORIENTATION CONCEPTS AND THREE BASED ON SPATIAL VISUALISATION CONCEPTS FINDINGS FROM THIS STUDY PROVIDE FURTHER INSIGHTS INTO THE TEACHING AND LEARNING OF SPATIAL THINKING FIRST THE USE OF MANIPULATIVES EITHER PHYSICAL OR VIRTUAL APPEARS TO BE IMPORTANT TO STUDENTS LEARNING OF SPATIAL THINKING FURTHERMORE THE USE OF VIRTUAL MANIPULATIVES INCREASES THE COMMUNICATIVE FUNCTIONS USED BY STUDENTS THUS BENEFITING THEIR SPATIAL THINKING SECOND TEACHERS NEED TO BE ABLE TO INSTANTANEOUSLY ACCESS DEEP CONTENT AND PEDAGOGICAL KNOWLEDGE IN ORDER TO MAINTAIN THEIR ROLE AS MORE KNOWLEDGEABLE OTHER AND CONTINUALLY CONTRIBUTE TO THE TEACHING AND LEARNING OF SPATIAL THINKING FINALLY TEACHING AND LEARNING APPEARS TO BE POSITIVELY INFLUENCED WHEN BOTH THE TEACHER AND STUDENTS ARE MAJOR CONTRIBUTORS TO THE CLASSROOM DISCOURSE THIS STUDY CONTRIBUTES TO THE UNDERSTANDING OF HOW DIFFERENT EXTERNAL REPRESENTATIONS INFLUENCE THE TEACHING AND LEARNING OF SPATIAL THINKING THEORETICAL CONTRIBUTIONS TO NEW KNOWLEDGE INCLUDE A HYPOTHESISED THEORY ON THE INTERACTION BETWEEN TEACHER STUDENT AND MANIPULATIVES TYPE IMPLICATIONS FOR FUTURE CLASSROOM PRACTICE INCLUDE PLACING IMPORTANCE ON THE USE OF MANIPULATIVES AND COMMUNICATION IN MATHEMATICS CLASSROOMS FURTHERMORE TEACHERS NEED TO BE AWARE THAT THEIR ABILITY TO INSTANTANEOUSLY ACCESS DEEP LEVELS OF CONTENT AND PEDAGOGICAL KNOWLEDGE TO FURTHER DEVELOP STUDENTS SPATIAL THINKING IS ESSENTIAL AND THAT FOR OPTIMUM LEARNING TO OCCUR BOTH THE TEACHER AND STUDENTS NEED TO BE MAJOR CONTRIBUTORS TO THE TEACHING AND LEARNING PROCESS

LIST OF MEMBERS IN EACH VOLUME

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