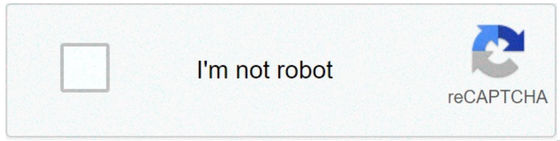

Continue

Mathematical logical puzzles

My best mathematical and logic puzzles. Mathematical logical reasoning puzzles. Mathematical logical puzzles with answers.

Emerging Perspectives About Learning, Teaching and Technology Emily Giles, Sarah Pitre, Sara Womack Department of Educational Psychology and Instructional Technology, University of Independent Geobria Chapter Comment This is the place where you would see a review independent of this chapter, But no one has written yet. If you would like to be the only one who writes this comment, you can email me your opinion directly. If you suggest changes and I can do them, I go and then I'll erase that part of your review. Be sure to include the following information: Name, Ph.D. Your affiliation Your title Introduction Various theories about learning were developed with greater frequency in the last few days. In order to understand the relationship between these theories, curry onion model (Curry, 1983) was developed with four layers - learning personality theories, information processing theories, social learning theories and Multidimensional and instructional theories. Personality learning theories to define the influences of the basic personality in the preferences for the acquisition and integration of information. Models used in this theory include Myers-Briggs Type Indicator, which measured personality in dichotomic terms - extrovertion against introversion, feeling against intuition, thinking of feeling and judging against perception, and Keirsey temperament sorter, which classifies people as rational, idealistic, craftsmanship, or tutors. Processing Information Theories Cover Preferred People Intellectual Approach to Assimilate Information, and includes the David Kolb Information Processing Model, which identifies two distinct learning activities: the perception and processing. Social learning theories determine how students interact in the classroom and include types of reichmann and students' grashes: independent, dependent, collaborative, competitive, participant, and dodge. Multidimensional and teaching theories address the environmental preference of the student for learning and includes the Dunn and Dunn learning style model and the theory of Howard Gardner's latest intelligence. This chapter focuses on this type of learning theory by Howard Gardner. Intelligence Multiple Section Legend: This is a questionnaire created with Flash to give users a profile of their mustial intelligence. He evaluates the eight intelligence that are totally accepted by the educators in the classroom. The eight intelligence are verbal, logic, spatial, kinestic, musical, interpersonal, intrapersonal and naturalistic. The ninth would be existential, but that is not a confirmed intelligence. This is not a scientific evaluation. There are no validity for this test at all. Include it simply will help you think about your own skills. By Myung Hwa Koh, Li Zhu and Seow Chong Wong (2003). Ms. Cunningham, a Serious Americana Serious Teacher, is preparing a unit at the American Civil Rights Movement of DÃ © 1950 and 1960. The teacher created a succession of lessons to be completed Throughout a two-week period to improve your students understanding events, organizations and individuals that were crucial for movement. When the unit is long, Ms. Cunningham wants your students to have a complete vision of the historic season. It designs a variety of activities that donate students the opportunity to explore historical and cultural aspects of DÃ © Each of 1950 and 1960, and totally identify with those who have been involved in the movement. In order to achieve your instruction goals, students read some excerpts from the book and listen to various speakers about the movement. In addition to the aforementioned, students will complete several exploratory tasks on the movement of civil rights as well. To start the unit The teacher uses a SQA framework in the overload to stimulate the discussion and 'juices' of students flowing. A gratum is a visual representation than the students already know, what they are knowing and what they learned at the end of a lesson. This activity is completed as a class. Students take turns sharing requests for information that they already know about the movement of civil rights. This information is about great figures, events and places involved in the civil rights movement. In establishing basic knowledge, students have, now it is time to start discovering new information and confirming information previously detained on the civil rights movement. Ms. Cunningham then lectures on the basic events, people and places involved in most civil rights rights in order to provide students with some structure to start putting their new information. It closes the first lesson, requesting students who create a timeline using the dates of events it provided. This will be a sketch of work to be used throughout the unit. During a subsequent lesson, students are requested to share their contours with their colleagues in small groups. They should make corrections and comments on the contours as needed. Ms. Cunningham wins the correct order class consensus for the work outline as it puts an enlarged version on the classroom wall. The culmination of this unit will be a final project in which students create a portfolio containing work in three mini-projects. All students will hear the same guest speakers, see the same filming recorded by Veheo and participate in the same class discussions during the first half of each class. The remainder of each period of class will be reserved for work on personal exploitation concerning their pieces of portfolio. Ms. Cunningham provided a list of possible activities and a heading for each suggested activity in order to support and guide the work of the student. She also organized her room so that the "art" materials are in a central location; Mapping and graphic information are grouped and there is a section full of read and search materials. Mrs. Cunningham will have many options to create something that chat can be included in your portfolios. Students will have the option to write letters for community members who were teenagers during the civil rights movement, asking them to share their memories and experiences on life during the time period. Students can work on teams to prepare discourses based on periods for their colleagues colleagues. Students can consult the school specialist or more informed to find resources for the class, including popular music from the time period. They can also learn and share dances that were popular during the 1950s and 1960s. If they choose, students can include music in the pieces they write and act for their colleagues. With the art instructor's assistance, students can choose to work together to create a mural that represents the main numbers of civil rights movement such as Rosa Parks and Martin Luther King Jr., with biographic information accompanied on each Leader. Students can also create a map representing the main events. Students can also work in groups to prepare short pieces to promulgate class based on readings and what they learn from guest speakers. Then Mrs. Cunningham will moderate the discussion sessions on the pieces. All students will keep a record of their thoughts and feelings about the mini-lessons they have completed. This registration process in the daily will provide a synthesis of the materials with which they dealt. As a final measure, students present their portfolios to their colleagues. James, a student whose proclivities bend to creative visual projects express an interest in working on the mural of civil rights leaders. Mrs. Cunningham feels that James needs to change and focus on other activities in the classroom. The teacher suggests that James works on the creation of the map and / or the timeline. In the teacher's encouragement, James begins to work on other projects, but his his It continues to drift to the students painting from the mural. It contributes some excellent ideas and concerts both interest in the details and creation of the mural, which the teacher allows him to change his back focus to the visual project. In another classroom of the Serious Series, Mr. Smith taught a unit in the civil rights movement, attributing readings of teaching books and lectures to students about the historical events surrounding the movement. Students were given Quizzes pop complete phrases throughout the course of the lesson. The teacher showed filmed programs for class and each student wrote short research work on a civil rights leader or prominent figure. At the end of the unit, students have received a multintipla choice and test test. What is multiple theory intelligence? Howard Gardner's Multiple Intelligence Theory uses aspects of cognitive psychology and development, anthropology and sociology to explain the human intellect. Although Gardner had been working towards the concept of multiple intelligence for many years before, the theory was introduced in 1983, with the book of Gardner, Frames of Mind. Gardner's survey consisted of research on the re-embrane and interviews with spills, productions and individuals with autism. Based on his discoveries, Gardner established eight criteria to identify the seven (he was subsequently added an eighth and considering a ninth) separate intelligence. The eight criteria used by Gardner to identify the beings are listed below: Insulation by brain damages / neurological evidence The existence of prodigies, idiot Savants, and exceptional individuals discernable joint of the operations of the level of developmental stages, With an evolutionary historia final status expert and susceptibility plausibility coding in a system support of experimental psychological tasks psychomeric research support for a more detailed vision on these eight criteria, visit http: // surfaquarium.com/mi/criteria.htm. Originally, theory was responsible for seven separate intelligence. Subsequently, with the reframed intelligence publication of Gardner, in 1999, two more intelligence were added to the list. Intelligences are verbal / lingic, lingic / mathematic, visual / spatial, body-kinestic, musical, interpersonal, intrapersonal, naturalist and existential. Gardner's theory challenges traditional points of view, narrower intelligence. Previously accepted ideas of human intellectual capacity argue that the intelligence of an individual is a fixed entity throughout his life and that intelligence can be measured through the language skills and language of a subject. According to Gardner's theory, an intelligence encompasses the ability to create and solve problems, create products or serve services that are valued within a culture or society. Originally, theory was responsible for seven separate intelligence. Subsequently, with the reframed intelligence publication of Gardner, in 1999, two more intelligence were added to the list. The nine intelligence are described in more detail in the section below. Listed below are key points of Gardner Theory: All human beings have all nine intelligence in varying degrees. Each individual has a different intelligence profile. Education can be improved through the evaluation of students' intelligence profiles and project activities accordingly. Every intelligence occupies a different area of the rebrob. Nine intelligence can operate in consecrance or independently of each other. These nine intelligence can define the human speech. Gardner, a teacher of Education at Harvard University, and other researchers and educators continue to work towards a more holistic approach to Education through Project Zero. For more information on Projects and searches involved in zero project, visit the website at . Although the theory was not originally designed to be used in a classroom application, has been widely adopted by And appreciated numerous adaptations in a variety of teaching teachers configurations have always known that students had different strengths and weaknesses in the classroom. Gardner's research was able to articulate this and provide guidance on how to improve student's ability in any intelligence. Teachers have been encouraged to begin thinking about planning class planning in terms of meeting the needs of a variety of intelligence. From this new thought, schools these Ross School in New York, an independent educational institution, and the Key Learning Community, an Indianapolis School of Public in Indianapolis emerged to try to teach using an intelligence corrugacy. The focus of this part of the chapter will be in the design lesson using the theory of multiple intelligence, and providing several features that educator can use to implement the theory in their classroom activities. The Eight Verbal Intelligences / Verbal Linguistic / Language Intelligence Refers to the ability of an individual to understand and manipulate words and languages. Everyone is thought to possess this intelligence at some level. This includes reading, writing, speaks, and other forms of verbal and written communication. Teachers can improve their verbal students / linguistic intelligence, having to keep daily, word game games, and encourage discussion. People with strong retort skills and oratory, such as poets, authors and lawyers have strong language intelligence. Some examples are T. S. Elliot, Maya Angelou, and Martin Luther King Jr. Traditionally, linguistic and logging intelligence / mathematical intelligence were highly valued in education and learning environments. Logic / Mathematical Logic Intelligence / Mathematica refers to the ability of a subject to do things with the data: collect and organize, analyze and interpret, complete and predict. Strong individuals in this intelligence to see patterns and relationships. These individuals are thought-oriented towards the inductive and deductive and deductive logic, numbers and abstract patterns. They would be a contemplative problem solver; One who likes to play strategy games and to solve mathematical problems. Being strong in this intelligence often implies great scientific capacity. This is the kind of intelligence studied and documented by Piaget. Teachers can reinforce this intelligence by encouraging the use of computer languages programming, critical thinking activities, linear outlining, cognitive stretching exercises of piaget, fiction scenarios Scientific, puzzles of Logic, and through the use of Logic / Sequential Subject Presentation. Some examples of the lives of real people who are endowed with this intelligence are Albert Einstein, Niehls Bohr and John Dewey. Visual / Space Visual / Space Intelligence refers to the ability to form and manipulate a mental model. Individuals with force in this area depend on visual thinking and are very imaginative. People with this type of intelligence tend to learn more easily from visual presentations, such as movies, images, video and demonstrations using models and adhesives. They like to draw, paint or sculpt their ideas and often express their feelings and states of spirit through art. These people often dream, imagine and pretend. They are good at reading diagrams and maps and enjoying resolving labyrinths and puzzles. Teachers can promote this intelligence by graphic using, graphics, diagrams, graphic organizers, video tapes, color, art activities, scribble, microscopes and graphic computing software. It can be characterized as activity right side of the brain. Pablo Picasso, Bobby Fischer, and Georgia O'Keefe are some examples of people endowed with this intelligence. Body / Cinestic Body / Intelligence refers to people who process information through the sensations they feel in their bodies. These people like to move, touch people who are talking and acting out things. They are good in small and large muscle skills; they like they like Types of sports and physical activities. They often express themselves through dancing. Teachers can encourage growth in this intelligence area through the use of touching activities, feelings, movement, improvisations, "hands-on", permission to squirm and move, facial expressions and exercises Relaxation fans. Some examples of people who are talented with this intelligence are Michael Jordan, Martina Navratilova and Jim Carrey. Naturalistic naturalist intelligence is seen in someone who recognizes and classifies plants, animals and minerals, including a domain of taxonomies. They are holéstic thinkers who recognize species and value the unusual. They are aware of the species like flora and fauna around them. They notice natural and artificial taxonomies such as dinosaurs for seaweed and cars for clothes. Teachers can better promote this intelligence using relationships between spies systems and classification activities. Encourage the study of relationships such as patterns and requests, and compare and contrast sets of groups or look at real-life connections and scientific issues. Charles Darwin and John Muir are examples of people gifted in this way. Musical intelligence Musical intelligence refers to the ability to understand, create and interpret musical pitches, timbre, rhythm and tones and the ability to compose music. Teachers can integrate activities into their lessons that encourage students' musical intelligence by performing music for class and assigning tasks involving students creating letters on the material being taught. Composers and instrumentalists are subjects with force in this area. Wolfgang Amadeus Mozart and Louis Armstrong are examples. Interpersonal Although Gardner classifies interpersonal and intrapersonal intelligence separately, there is a lot of interaction between the two and they are often grouped. Interpersonal intelligence is the ability to interpret and respond to humor, emotions, motivations and actions of others. Interpersonal intelligence also requires good communication and interaction skills, and capacity shows empathy in relation to the feelings of other individuals. Teachers can encourage the growth of interpersonal intelligence, projecting lessons that include group work and planning cooperative learning activities. Social counselors and social workers are professionals who require strength in this area. Some examples of people with this intelligence include Gandhi, Ronald Reagan and Bill Clinton. Intrapersonal Intelligence Intrapersonal, simply put, is the ability to know yourself. It is a internalized version of interpersonal intelligence. To display force in intrapersonal intelligence, an individual should be able to understand their own emotions, motivations and be aware of their own strengths and weaknesses. Teachers can assign reflective activities such as registration in the daily to awaken students's intrapular intelligence. It is important to note that this intelligence involves the use of all others. An individual should exploit their other intelligences to completely express their intrapersonal intelligence. Those who are often associated with this intelligence are Sigmund Freud, Plato or Virginia Woolf. There is a ninth intelligence that has not yet experienced the full acceptance by educators in the classroom. This is the existential intelligence, which encompasses the ability to pose and ponder issues on existence - including life and death. This would be in the domain of philosophers and religious leaders. The table below summarizes the strengths, the learning preferences and the needs that correspond to intelligences. Table 1. Summary of eight Intelligence Intelligence Rea Premium Profile Prembers Learn better through the needs of verbal / linguistic writing needs, reading, memorizing dates, thinking of words, saying stories Reading, storytelling, speaking, memorizing, working at the audience of puzzle and seeing words, speaking, reading, writing, writing, and debating books, ribbons, paper daily, writing tools, dialogue, discussion, debated, stories, etc. Mathematics Mathematic / Logic, Logic, Problem Resolution, Raciocenium, Patterns Question, Work with Numors, Experience, Resolve Problems Working with Relationships and Patterns, Categorizing, Working With Abstract Things to Think And Explore, scientific materials, manipulative, travel to the Planetary Museum and Science, etc. Visual / Space Maps, reading graphics, drawing, puzzles, imagining things, viewing, building, building, creating, creating, dreaming, looking at photos and colors, viewing, using eye of mind, drawing Legos, Veheo, Movies, Little Mines, Art, Imagination Games, Labyrinths, Puzzles, Illustrated Book, Travel to Art Museums, etc. Body athletics / kinestic, dance, crafts, using tools, acting moves, touch and conversation, body language playing, moving, knowledge through bodily sensations, papé processing, drama, Things to build, M Onursical, sports and music games, Total Experiences, Protect Learning, etc. Musical catching sounds, reminding melodies, rhythms, singing singing, playing an instrument, listening to music, human rhythm, singing, melody, listening to music and melodies sing-time, travel to shows, music playing at home and school, musical instruments, etc. . Interpersonal leading, organizing, understanding people, communicating, solving conflicts, selling conversations with people, have friends, related, sharing, sharing, interviewing, cooperating friends, group games, social gatherings, community events, clubs, mentors / apprentices, etc. Recognize intrapesal strengths and weaknesses, establish goals, understanding the own work, reflect the work interests alone, reflecting, doing pace projects secret places, time alone, individualized projects, choices, etc. Nature of naturalistic understanding, making distinctions, identifying flora and fauna involved with Natu Re, make distinctions working in nature, exploring living things, learning about plants and order of natural events, even / different, connections With real-life problems and science, municipal intelligence patterns in the classroom there are many ways to incorporate the theory of intelligence in the curriculum and there is no method defined by which incorporate the theory. Some teachers have created learning centers with resources and materials that promote involving the different intelligences. For example, in the above scenario, Mrs. Cunningham creates a area with art supplies in his classroom. Other design simulations of instructors that dive students into real-life situations. Careful planning during the sound design process will help ensure quality instructions and valuable experiences of students in the classroom. Other instructional models, such as project-based and collaborative learning, can be easily integrated into lessons with intelligence. Collaborative learning allows students to explore their interpersonal intelligence, while project-based learning can help structure activities aimed at cultivating nine intelligence. For example, Mrs. Cunningham uses aspects of project-based learning in his classroom, allowing students to plan, create and process information about the civil rights unit, in addition to integrating activities that teach the intelligence . This specific instructional model allows students to work together to explore a topic and create something like the final product. This works well with the theory of multiple intelligence, which values the ability to create products. By collaborating with the media specialist to give students the opportunity to choose between a variety of resources to complete their tasks, Ms. It uses aspects of resource-based learning, a instructional model that puts the final responsibility of choosing the students. It is important that teachers teachers Select activities that are not only teaching intelligence, but also realistically knitted with the subject of lesson or unit. The theory of multiple intelligence should improve, does not diminish what is being taught. The Disney website entitled Touching in several intelligence suggests two approaches to implement the intelligence theory theory in the classroom. One is a teacher-centered approach, in which the instructor incorporates materials, resources and activities in the lesson that teach different intelligences. The other is a student-centered approach in which students actually create a variety of different materials that demonstrate their understanding of the subject. Student-centered approach allows students to actively use their varied forms of intelligence. In a teacher-centered lesson, the number of exploited intelligence should be limited to two or three. Teaching less than two is almost impossible, since the use of speech always requires the use of verbal / linguistic intelligence. In a student-centered lesson, the instructor can incorporate aspects of project-based learning, collaborative learning or other models based on worker. In this case, the activities involving all nine intelligence can be presented as options for the class, but each student participates in only one or two of the tasks. Ms. Cunningham incorporates activities focused on the student and focused on the teacher in his unity on the civil rights movement. The teacher led lecture is a standard example of a teacher-centric activity. The lecture teaches students' verbal / linguistic intelligence. Videotape's view is another example of a teacher-centric activity. This activity incorporates visual / spatial intelligence in how the unit is learned. It is important to note that many activities, although designed to direct a particular intelligence, can also use other intelligence as well. For example, in the classroom of Mrs. Cunningham, students can work together in the creation of a mural of civil rights leaders. This is a student-centered activity that directly involves visual / spatial intelligence, but also gives students the chance to exercise their interpersonal intelligence. The daily assignment, also a student-centered activity, is designed to improve the intrapularist intelligence of students, requesting them to reflect on their feelings and experiences in relation to the movement of the civil rights. This activity also becomes in verbal / linguistic intelligence. The timeline and map attributions are student-centric activities that are designed to improve students' logic / mathematical intelligence, but also plunge into visual / space intelligence. Students should collect and organize information for the timeline and map, therefore, using their logical / mathemic intelligence. When creating these items, students should also think of visually. By incorporating the dance into a lesson, Mrs. Cunningham is able to promote the conscience of the body intelligence of his students. By showing venues of popular dances from time period, or inviting a community specialist to talk about the social aspects of dance, Mrs. Cunningham can incorporate a teacher-centered activity. Having students learn and run dances is a way centered on the student to teach through bodily-kinestic intelligence. Shorts play that students prepare involve body-kinestic intelligence, as well as interpersonal and linguish intelligence. Class discussions provide an opportunity for students to exercise both the areas of their personal intelligence as well as to reinforce the subject. Planning and implementing student-centric classes this type of lesson revolves around materials created by the student. The types of activities and tasks that support centered classes Student can be easily designed in concert with many of the models based on query discussed in the text of this book. One of the most important aspects of Loses are allowing students to make choices. Teachers should encourage students to exercise their weaker intelligence, but allow them to explore their stronger areas as well. In Mrs. Cunningham, the student named James is very strong in visual / spatial intelligence and always leans for this type of project. The teacher encourages James to participate in other activities, but when he is obvious that his interest is working on Mural Ms. Cunningham allows him to work on the project. Listed below are the steps to implement a lesson or unit centered on the student: carefully identify the instructional, objectives and educational results. Consider activities that you can integrate into the lesson or unit that teach different intelligences. Teachers do not need to incorporate all nine intelligence into a lesson. By collecting resources and materials, consider those who will allow students to explore their intelligence multiple. Specify a deadline for lesson or drive. Allow a considerable element of student choice when designing activities and tasks for intelligence design activities that are focused by the student, using consultation-based instruction models. Provide a heading for student activities. You may consider having students help creating headings. Incorporate evaluation into the learning process. In an effort to maximize students' interest both on the subject and in their own learning proclivities, teachers may want to teach their students a little about various intelligence. Teachers can instruct the class on each type of intelligence and then follow with a self-assessment for each student. In this way, students may capitalize on their strengths and work in their weaker areas. Disney is touching on several website intelligence includes a self-assertion. Planning and implementation of a structured teacher-centric class, teacher-centric activities provide an opportunity for teachers to introduce material and establish premium knowledge and student conceptions. Teachers can check students, show information and posters, carry out exercises, posing problem solving exercises, arrange visits to the museum and plan out to shows. There are all examples of teacher-centric activities. All these activities integrate the intelligence musts for the subject being taught. Teacher-centered lessons should be limited to some activities that provide a basis for students to subsequently complete more exploratory tasks in which they can demonstrate the understanding of the material. A teacher can choose to start an instruction unit or lesson with teacher-centered activities and then follow the subsequent lessons centered by the student. Teachers can follow these steps when designing and implementing a teacher-centric lesson: Identify instructional goals and objectives consider teacher-centric activities that teach students' multiple intelligence. In a teacher-centered lesson, limit the number of activities to two or three. Consider what features and materials you need to implement the lesson. For example, will you need to schedule a visit to the Museum or consult the media specialist for Viveos or other machines? Specify a deadline for lesson or drive. Provide an opportunity for the reflection by students Provide a heading to the Student Activities of Scaffold Integrate the evaluation in the evaluation of the learning process is one of the biggest challenges in the incorporation Intelligence in the classroom. Students from Mrs. Cunningham has the option to work on several mini-projects during the course of the Civil Rights Unit. At the end of the unit, its performance is evaluated by means of a portfolio that represents your work Projects. It is very important that the evaluation is integrated into the learning process. The evaluation should give students the opportunity to demonstrate their understanding of the subject. One of the main objectives of recognizing and using Intelligences in the classroom is to increase the student's understanding of the material, allowing them to demonstrate the ways in which they understand the material. Teachers need to clear their expectations and can do so in the form of a detailed heading. Benefits of intelligence Multiple Using Multiple Intelligences Theory in the Classroom has many benefits: As a teacher and student you realize that there are many ways to be "intelligent" all forms of intelligence are equally celebrated. Because students create work that is displayed for parents and other members of the community, their school could see more participation participation and community. A Self-esteem increase sensation can be seen as students build their strengths and work to become a specialist in certain areas that students can develop strong skills of resolution of Problems that can use real life situations Multiple Intelligences: Classroom Application (table added by Brandy Bellamy and Camille Baker, 2005) Table 2. Multiple Intelligences: Classroom Application (Table added by Brandy Bellamy and Camille Baker, 2005) Professors Centered Student Centered Verbal / Linguantry Content verbally verbally aloud aloud and look for students students from students Content and prepare a presentation for their classmates. About a Logic / Mathematical Problem provide brain teasers or challenging issues to start lessons. Make Legal Connections between the subject and the authentic situations to answer the question "Why?" Students categorize information into topic sequences for organization. Students create graphics or graphics to explain written information. Students participate in webquests associated with bodily / kinestic adhesives during the conference provide tangible items relating to the contents for students to examine the review using sports-related examples (launch a ball to someone to Answer a question) Students use computers to search the subject. Students create adhesives from their own explanatory subjects (shadow boxes, cell phones, etc ...) Students create review games. Visual / space when presenting the information, use visuals to explain the contents: