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Journal of Experimental Child Psychology 246 (2024) 105991

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Journal of Experimental Child Psychology

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Math talk by mothers, fathers, and toddlers: Differences across materials and associations with children's math understanding

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Infants

ABSTRACT

Learning words for numbers, shapes, spatial relations, and magnitudes—"math talk"—relies on input from caregivers. Language interactions between caregivers and children are situated in activity contexts and likely affected by available materials. Here, we examined how play materials influence the math talk directed to and produced by young children. We video-recorded parents (mothers and fathers; English- and/or Spanish-speaking) and their 24- to 36-month-olds during play with four sets of materials, transcribed and coded types of parent and toddler math words/phrases, and assessed toddlers' understanding of number, shape, and spatial relations terms. Categories of math words varied by materials. Numeracy talk (e.g., "one," "two," "first," "second") was more frequent during interactions with a picture book and toy grocery shopping set than with a shape sorter or magnet board; the reverse held for spatial talk (e.g., "out," "bottom," "up," "circle"). Parent math talk predicted toddler math talk, and both parent

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nitide—words that refer to a size or amount (excluding number words; e.g., “big,” “little,” “more,” “all,” “piece”). Math words per minute was calculated (consistent with Pruden et al., 2011) for each of the three types of math talk for mothers, fathers, and toddlers to control for the varying lengths of time that parents and toddlers played with each set of materials.

Assessments of toddler math understanding

Researchers assessed toddlers' comprehension of math concepts using three tasks: Point-to-Shape, Point-to-Spatial-Relation, and Point-to-X. All tasks were coded based on whether the toddler identified the correct picture on each trial (correct = 1, incorrect = 0). A second trained research assistant double-coded 20% of the trials. Inter-coder reliability was high (Point-to-Shape $\kappa = .93$, Point-to-Spatial-Relation $\kappa = .77$, Point-to-X $\kappa = .96$). Internal consistency, as measured by Cronbach's alpha, was acceptable (Point-to-Shape $\alpha = .78$, Point-to-Spatial-Relation $\alpha = .63$, Point-to-X $\alpha = .68$) given that toddlers are just beginning to learn these math words; hence, knowledge of one word is not necessarily indicative of knowledge of another word. For all tasks, the final score was the proportion of correct trials. We prorated toddlers' performance by number of trials completed (e.g., if a child was administered 8 trials and succeeded at 4, the child received a score of .50). For all tasks, possible scores ranged from 0 (no trials correct) to 1 (all trials correct).

Point-to-Shape task

Toddlers' understanding of shape names was assessed during the first home visit using the Point-to-Shape task. The researcher presented the toddler with a set of 10 cards, 1 card at a time, each depicting two geometric shapes. The researcher said to the toddler, “Let's look at these pictures! In this game, I'll tell you the name of a shape and you show me the picture that has that shape.” The researcher then asked the toddler to identify a given shape. For example, the researcher showed a card that had an image of a triangle on the left and a diamond on the right and asked, “Where's the triangle?” The shape names tested were “heart,” “circle,” “square,” and “oval” (note that “triangle” was not tested because of the difficulty of identifying triangles). Of the 58 toddlers who had a first home visit, 52 had data on this task.

Point-to-Spatial-Relation task

Toddlers' understanding of spatial relation terms was assessed using the Point-to-Spatial-Relation task. The researcher presented the toddler with a card depicting two images of a tiger and one or two cups. The researcher asked the toddler to identify the tiger's location in relation to the cup. The researcher said to the toddler, “The tiger is hiding. I'm going to tell you where he is hiding, and you show me the picture that has the tiger in that location.” For example, the researcher showed a card with a picture of a tiger next to a cup and asked, “Where is the tiger?” The spatial relations tested were “on top of,” “under,” “between,” and “next to.” Of the 58 toddlers who had a first home visit, 52 had data on this task.

Point-to-X task

Toddlers' understanding of number words “one” to “ten” was assessed during the second home visit using the Point-to-X task. Two non-numeric practice trials were given prior to the start of the task. The researcher presented the toddler with a card depicting a set of 10 numbered cards, 1 card at a time, each depicting two geometric shapes. The researcher said to the toddler, “Let's look at these pictures! In this game, I'll tell you the name of a shape and you show me the picture that has that shape.” The researcher then asked the toddler to identify a given shape. For example, the researcher showed a card that had an image of a triangle on the left and a diamond on the right and asked, “Where's the triangle?” The shape names tested were “heart,” “circle,” “square,” and “oval” (note that “triangle” was not tested because of the difficulty of identifying triangles). Of the 58 toddlers who had a first home visit, 52 had data on this task.

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Point-to-Shape task Toddlers' understanding of shape names was assessed during the first home visit using the Point-to-Shape task. The researcher presented the toddler with a set of 10 cards, 1 card at a time, each depicting two geometric shapes. The researcher said to the toddler, “Let's look at these pictures! In this game, I'll tell you the name of a shap ...Read more

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when playing with the magnet board. In contrast, Spanish-dominant parents used similar amounts of magnitude words across tasks. Nonetheless, English-dominant and Spanish-dominant parents were similar in the magnitude words that they used across the four sets of materials (Fig. 2).

10

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Table 2 Correlations for math talk between each task for toddlers (above the diagonal) and parents (below the diagonal).

Task	Correlations			
Total math talk	1.	2.	3.	4.
1. Picture book	-	.41*	.49*	.49*
2. Shape sorter	.29*	-	.66*	.47*
3. Magnet board	.15	.23*	-	.37*
4. Grocery shopping set	.34*	.46*	.20	-
Numeracy				
1. Picture book	-	.17	.26	.32*
2. Shape sorter	-.04	-	.42*	-.16
3. Magnet board	.02	.24*	-	-.10
4. Grocery shopping set	.31*	.06	.01	-
Spatial				
1. Picture book	-	.03	.09	.11
2. Shape sorter	.20	-	.64*	.39*
3. Magnet board	.19	.19	-	.43*
4. Grocery shopping set	.11	.39*	.29*	-
Magnitude				
1. Picture book	-	.36*	.41*	.54*
2. Shape sorter	.34*	-	.32*	.32*
3. Magnet board	.34*	.24*	-	.49*
4. Grocery shopping set	.33*	.31*	.41*	-

Note. Toddler correlations, to the right and above the diagonal, were calculated based on a dense rank of an average of tokens per minute of math talk used with mothers and fathers (for toddlers who had two visits). Parent correlations, to the left and below the diagonal, are calculated on dense rank tokens per minute. * p < .05.

Table 3 Mean of the natural log-transformed math words per minute by language dominance, play materials, and type of math talk.

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1. Picture book	-	.41*	.49*	.49*
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Table 2 Correlations for Math Talk:

- The table shows correlations between math talk during different tasks for toddlers (above the diagonal) and parents (below the diagonal).
- Total Math Talk Correlations:

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* $p < .05$.

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Mean of the natural log-transformed math words per minute by language dominance, play materials, and type of math talk.

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Table 2 Correlations for Math Talk:

- The table shows correlations between math talk during different tasks for toddlers (above the diagonal) and parents (below the diagonal).
- **Total Math Talk Correlations:**
 - Picture book task had a moderate positive correlation with shape sorter and magnet board tasks.
 - Shape sorter task had a moderate positive correlation with grocery shopping set task.
 - Magnet board task had a weak positive correlation with shape sorter task.
 - Grocery shopping set task had moderate positive correlations with shape sorter and magnet board tasks.
- **Numeracy Correlations:**
 - Picture book task had positive correlations with grocery shopping set task.
 - Shape sorter task had a moderate positive correlation with picture book task.




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How does generative AI impact higher education?



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Generative AI significantly impacts higher education by transforming pedagogical practices, enhancing learning experiences, and raising ethical concerns. It facilitates content creation, personalized learning, and administrative automation, thereby improving educational opportunities and efficiency (Singh, 2024). However, the integration of generative AI also presents challenges, such as issues with data privacy, potential biases, and the risk of undermining critical thinking and creativity among students (Panda & Kaur, 2024) (Bennett & Abusalem, 2024). The emergence of tools like ChatGPT has prompted a re-evaluation of assessment methods, shifting the focus from rote memorization to higher-order thinking skills. In the context of academic work, it necessitates approaches that develop critical competencies (Saúde et al., 2024). The widespread use of generative AI can enhance academic productivity, but its integration into educational practices, and digital literacy. While it offers numerous benefits, it also requires careful consideration of its implications for academic integrity and the future of educational practices (Jensen et al., 2024).

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Generative AI significantly impacts higher education by transforming pedagogical practices, enhancing learning experiences, and raising ethical concerns. It facilitates content creation, personalized learning, and administrative task automation, thereby improving educational opportunities and efficiency (Singh, 2024). However, the integration of generative AI also presents challenges, such as issues with data privacy, potential biases, and the risk of undermining critical thinking and creativity among students (Panda & Kaur, 2024) (Bennett & Abusalem, 2024). The emergence of tools like ChatGPT has prompted a reevaluation of assessment methods, shifting the focus from rote memorization to higher-order thinking skills (Bennett & Abusalem, 2024). While generative AI can enhance academic work, it necessitates appropriate pedagogical approaches to ensure students' critical, ethical, and digital literacy competencies (Saúde et al., 2024). Overall, while generative AI offers substantial benefits, it also requires careful consideration of its implications for academic practices (Jensen et al., 2024).

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raises concerns about academic integrity and the role of students, who may be viewed as either beneficiaries or victims of a flawed system (Jensen et al., 2024). Overall, the effective incorporation of generative AI in higher education necessitates a balanced approach to harness its benefits while addressing its ethical implications (Saúde al., 2024).

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- Mixed exploratory research approach
- Bibliometric analysis and systematic literature review

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- Proper pedagogical support is crucial for Gen AI integration.

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- Surveyed predominantly female sample
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- Further research needed for long-term impact and ethical considerations.

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- AI-assisted writing benefits in process, performance, and affective domain.
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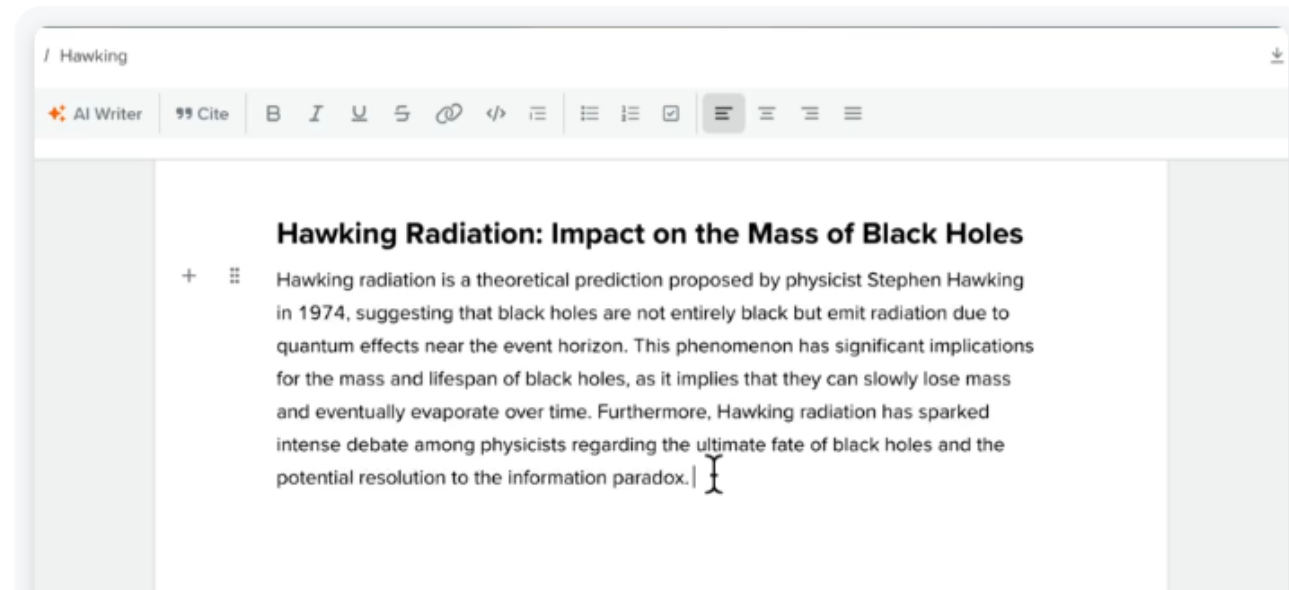
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+ Hawking radiation is a theoretical prediction proposed by physicist Stephen Hawking in 1974, suggesting that black holes are not entirely black but emit radiation due to quantum effects near the event horizon. This phenomenon has significant implications for the mass and lifespan of black holes, as it implies that they can slowly lose mass and eventually evaporate over time. Furthermore, Hawking radiation has sparked intense debate among physicists regarding the ultimate fate of black holes and the potential resolution to the information paradox. |

AIED

Artificial Intelligence in Education (AIED) represents a transformative approach to enhancing teaching and learning processes through the integration of intelligent systems. As educational institutions increasingly adopt technology to meet diverse learning needs, AIED emerges as a critical field of research and practice that explores the intersection of artificial intelligence and pedagogy. This domain encompasses a variety of applications, from personalized learning environments that adapt to individual student progress, to intelligent tutoring systems that provide real-time feedback and support. The potential of AIED to revolutionize educational outcomes is underscored by its ability to analyze vast amounts of data, identify patterns in student behavior, and tailor instructional strategies accordingly. As we delve into the complexities of AIED, it is essential to examine its implications for educators, learners, and the broader educational landscape, while also addressing the ethical considerations and challenges that accompany the deployment of AI technologies in educational settings.

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Artificial Intelligence in Education, commonly referred to as AIED, signifies a groundbreaking and transformative methodology aimed at significantly enhancing the processes involved in teaching and learning through the seamless integration of sophisticated intelligent systems that have the capability to adapt and respond to various educational contexts. As educational institutions around the globe increasingly embrace and incorporate advanced technology solutions to effectively meet the diverse and multifaceted learning needs of students ranging from different backgrounds and abilities, AIED has emerged as an essential and critical field of both research and practical application that delves deeply into the intricate intersection of artificial intelligence and educational pedagogy. This expansive domain encompasses a wide array of innovative applications, stretching from personalized learning environments that adapt to individual student needs to intelligent tutoring systems that provide real-time feedback and support. The impact of AIED on educational outcomes is underscored by research that shows improved student behavior, and engagement. In the context of AIED, it is essential to consider the ethical and legal implications that accompany the deployment of AI in educational settings.

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 - Paraphrase
 - Simplify
 - Make Longer**
 - Translate
 - Fix Grammar
- Generate from selection
 - Summarise
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The impact of AI on higher education



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提供5個關鍵概念

Artificial Intelligence (AI) in higher education is transforming teaching and learning processes, enhancing student experiences and institutional efficiency. AI-driven systems, such as Just in Time Artificially Intelligent Tutors (JITAITs), provide immediate assistance to students, facilitating a more interactive and responsive learning environment [2]. These systems exemplify how AI can personalize education, adapting to individual student needs and improving engagement and outcomes through tailored learning experiences [4]. Moreover, AI-driven tutoring systems offer personalized support and real-time feedback, which significantly enhances the learning experience by addressing specific student challenges [3]. The orchestration of human decision-making with AI capabilities allows for scalable and effective educational interventions, ultimately leading to improved learning outcomes [4]. Additionally, AI enhances student support services, streamlining administrative processes and providing resources that cater to diverse student needs [5]. As higher education institutions navigate the challenges of rapid technological change and globalization, the adoption of AI technologies is crucial for meeting the evolving demands of students and society [1] [5]. Thus, AI is not only reshaping educational methodologies but also redefining the overall landscape of higher education.

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artificial intelligence in teaching and learning

This concept directly addresses the query by focusing on the specific application of artificial intelligence within the context of teaching and learning processes in higher education.

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Concepts	Sources
<p>artificial intelligence in teaching and learning</p> <p>This concept directly addresses the query by focusing on the specific application of artificial intelligence within the context of teaching and learning processes in higher education.</p>	<ul style="list-style-type: none"> This paper explores the phenomena of the emergence of the use of artificial intelligence in teaching and learning in higher education. Recent technological advancements and the increasing speed of adopting new technologies in higher education are explored in order to predict the future nature of higher education in a world where artificial intelligence is part of the fabric of our universities. We pinpoint some challenges for institutions of higher education and student learning in the adoption of these technologies for teaching, learning, student support, and administration and explore further directions for research.^[1]
<p>Just in Time Artificially Intelligent Tutors (JITAITs)</p> <p>AI-driven tutors that provide immediate assistance to students, exemplifying how AI can enhance teaching and learning in higher education.</p>	<ul style="list-style-type: none"> This paper introduces the idea of a HyperClass based on HyperReality, an advanced form of distributed virtual reality where physical reality and virtual reality, and human intelligence and artificial intelligence intermesh and interact to provide anyone, anywhere, anytime learning, in which teaching could be done by Just in Time Artificially Intelligent Tutors (JITAITs) that will pop up when needed, whilst students use avatars –online simulacra of themselves – to interact as telepresences in classes from different countries and locations. This paper explores the potential of artificial intelligent (AI) systems in the university's core functions of teaching, learning and knowledge nexus, against the background of rapid technological <p>...Read More</p>
<p>AI-Driven Tutoring Systems</p> <p>Intelligent tutoring systems use AI to provide personalized support and real-time feedback to students, enhancing their learning experience.</p>	<p>Collected by SciSpace models from web sources ⓘ</p>
<p>Personalized Learning</p> <p>AI enables tailored educational experiences that adapt to individual student needs, improving engagement and outcomes.</p>	<ul style="list-style-type: none"> With the powerful learning ability and computing ability, artificial intelligence can push personalized learning resources for learners after a comprehensive analysis of the collected big data, making the adaptive learning coefficient close to 1, for which learners can complete learning tasks in a more pleasant state and make more progress in study; AI-supported Multi-dimensional diagnostic evaluation and resource feedback of test proved to strengthen students' language cognition ability and promote the development of English learning.^[1] The experiences of personalized learning created by (1) seamless orchestration of human decision-making <p>...Show all 2 sources</p>

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-探索長遠影響：未來的研究可以調查將生成人工智能（GenAI）融入高等教育中的長期影響，以了解它如何隨著時間的推移形成果和教學實踐。-道德考量：需要深入研究使用 GenAI 在教育中的道德影響，包括與數據隱私，算法偏見和學生福祉有關的問題，以確保負責任的實施。-學生參與和學習經驗：進一步的研究可以專注於 GenAI 如何影響高等教育環境中的學生參與度、動力和整體學習體驗，從而提供對優化教育實踐的見解。-教師發展和支持：研究有效培訓和支持教師使用 GenAI 工具進行教學和評估的策略，可以是一個有價值的研究方向，以提高教師準備和信心，對於將人工智能融入其教學方法中的信心。

未來的調查可以深入研究將生成人工智能（GenAI）融入高等教育領域的長期後果，旨在隨著時間的推移獲得對結果和教學方法的發展的見解。探索 GenAI 如何影響高等教育環境中學生的參與度、動力和整體教育體驗，可以成為進一步學術研究的有效領域，揭示了增強教學方法的方法的方法。必須對 GenAI 在教育環境中使用有關的道德影響進行徹底研究，包括數據保密、算法偏見和學生福祉等複雜問題，以確保這項技術的認真和明智地部署。此外，還需要專注於檢查有效的培訓方法，並為教育工作者提供支持，以利用 GenAI 工具進行教學和評估目的，因為這可以大大有助於提高教師在將人工智能融入教學技術的準備和有效性。擴大努力研究 GenAI 整合在高等教育中的長期影響，可以為這項技術進步在塑造教學環境中提供有價值的見解。此外，對 GenAI 對學生參與度、動力和整體學習體驗的影響進行全面調查，可以提供有價值的觀點，對優化教育實踐和培養更豐富的學術環境。

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INTRODUCTION

- The COVID-19 pandemic has accelerated the shift from traditional banking to digital financial technologies (FinTech), enhancing convenience and reducing direct contact.
- Despite the rapid growth of FinTech services globally, adoption remains low in Pakistan, highlighting a need to understand consumer resistance factors.
- Key barriers to FinTech usage include unfamiliarity, security concerns, and perceived complexity, which this research aims to explore.

LITERATURE REVIEW

- FinTech has improved access to financial services, particularly in underserved areas, and has significantly transformed payment systems.
- Banks have responded to the rise of FinTech through partnerships and incubation programs, yet barriers still hinder widespread adoption.
- Consumer literacy about financial services has increased, but persistent barriers limit the potential growth and efficiency of FinTech services.

FinTech Resistance

- Innovation resistance is a common reaction to new technologies, reflecting individuals' reluctance to accept changes in rapidly evolving sectors like FinTech.
- Understanding the reasons behind innovation resistance is crucial for FinTech companies to develop strategies that address consumer concerns.

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Standard High Quality

- **Personalized FinTech Services:** Investigating the role of personalized and customized FinTech offerings is crucial. Tailoring services to meet individual user preferences and needs may help reduce resistance and enhance adoption [1].
- **Emerging Technologies:** As FinTech continues to evolve, it is essential to explore the impact of new technologies like artificial intelligence, blockchain, and augmented reality on FinTech resistance. This includes examining how these technologies can address user concerns [1].
- **Ethical Considerations:** The paper emphasizes the need to assess how ethical factors, such as data privacy, security, and transparency, influence FinTech resistance. Understanding these concerns can guide the development of ethical frameworks that build trust with users [1].
- **Educational Initiatives:** The findings suggest that educational programs, such as workshops and online resources, can empower users with knowledge about FinTech solutions. This empowerment may help reduce perceived risks and resistance to adopting FinTech services [2].

By addressing these research directions, scholars can contribute to developing effective strategies to overcome resistance and promote the growth of FinTech in the future.

Quickly ask these questions

1. How do cultural factors affect FinTech resistance?
2. What changes might longitudinal studies reveal over time?
3. Which personalized services could reduce user resistance?

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Findings

- All consumer characteristics negatively relate to FinTech resistance. [1]
- Perceived digital complexity positively influences FinTech resistance. [1]
- Techno-stress moderates the relationship between consumer characteristics and FinTech resistance. [1]
- Techno-stress amplifies perceived digital security concerns and FinTech resistance. [2]
- FinTech knowledge negatively relates to FinTech resistance. [2]
- Digital self-efficacy negatively affects FinTech resistance. [2]
- Perceived digital security concerns increase FinTech resistance. [2]

- There is a bidirectional causality between bank stock returns and fintech lending. [1]
- Causal relationship from fintech to bank stock returns is weaker. [1]
- Unidirectional causality exists among various fintech types. [1]
- Simultaneous changes occur between bank stock returns and certain fintech types. [1]
- Google search effectively measures fintech variables in

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JSON stands for JavaScript Object Notation, and it refers to a text-based data format used for storing and exchanging information in a programming language. In Python, JSON is supported through a built-in package called "json." To utilize this functionality, we import the json package into our Python script. JSON data consists of key-value mappings represented as quoted strings. It's pretty easy to load a JSON object in Python. Python has a built-in package called json, which can be used to work with JSON data. It's done by using the JSON module, which provides us with a lot of methods which among loads() and load() methods are gonna help us to read the JSON file. Deserialization of JSON involves converting JSON objects into their corresponding Python objects. The load()/loads() method is used for it. If you have used JSON data from another program or obtained as a string format of JSON, then it can easily be deserialized with load()/loads(), which is usually used to load from string, otherwise, the root object is in list or dict. See the following table given below.

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