



Maths And African Masks

Maria Aparecida Viggiani Bicudo



Maths And African Masks:

Mathematics in African History and Cultures Paulus Gerdes, 2007 This volume constitutes an updated version of the bibliography published in 2004 by the African Mathematical Union The African Studies Association attributed the original edition a special mention in the 2006 Conover Porter Award competition The book contains over 1600 bibliographic entries The appendices contain additional bibliographic information on 1 mathematicians of the Diaspora 2 publications by Africans on the history of mathematics outside Africa 3 time reckoning and astronomy in African history and cultures 4 string figures in Africa 5 examples of books published by African mathematicians 6 board games in Africa 7 research inspired by geometric aspects of the sona tradition The book concludes with several indices subject country region author ethnographic and linguistic journal mathematicians Professor Jan Persens of the University of the Western Cape South Africa and president of the African Mathematical Union 2000 2004 wrote the preface

Constitution and Production of Mathematics in the Cyberspace Maria Aparecida Viggiani Bicudo, 2020-04-29 This book brings together various studies that assume phenomenology to analyze how mathematics education is affected by the experience of being in the cyberspace The authors of the chapters included in this contributed volume work with the theoretical framework developed by authors such as Edmund Husserl Martin Heidegger and Maurice Merleau Ponty to investigate how mathematics is produced and comprehended in a new way of being in the world with digital technologies The aim of this book is not to explain the tools used and how one works with them in the cyberspace aiming at better teaching and learning mathematics Its purpose is to present philosophical investigations that contribute to the understanding of the complexity of the world in which we are being researchers and mathematics teachers By doing so Constitution and Production of Mathematics in the Cyberspace A Phenomenological Approach will help researchers and mathematics teachers understand their role in a world in which the experience of teaching and learning mathematics is being radically changed by new technologies and new ways of being in this world

Researching the Socio-Political Dimensions of Mathematics Education Paola Valero, Robyn Zevenbergen, 2004-08-25 Mathematics education research as a discipline is situated at the confluence of an array of diffuse seemingly incommensurable and radically divergent discourses Research claims that have grown out of mathematics education are wide ranging and antagonistic rather than circumscribed by hidebound disciplinary frames While there has never been a unified totalising discipline of knowledge labelled mathematics education research and while it has always been a contested terrain it is fair to say that the master paradigm out of which this field has been generated has been that of cognitive psychology Mainstream mathematics education knowledges refracting the master discourse of psychology whereby cognition serves as the central privileged and defining concept clearly delimits its possibilities for serving as a social tool of democratic transformation The central point of departure of this new collection is that mathematics education research is insufficiently univocal to support the type of uncompromising interpretation that cognitive psychologists would bring to it

The hallmark contribution of this pathbreaking volume edited by Paola Valero and Robyn Zevenbergen is the paradigmatic shift the authors have effected in the field of mathematics education research taking up a position at the faultline of socio cultural analysis and critical pedagogy

African Mathematics Abdul Karim Bangura, 2012 This is the first comprehensive text on African Mathematics that can be used to address some of the problematic issues in this area These issues include attitudes curriculum development educational change academic achievement standardized and other tests performance factors student characteristics cross cultural differences and studies literacy native speakers social class and differences equal education teaching methods knowledge level educational guidelines and policies transitional schools comparative education other subjects such as physics and social studies surveys talent educational research teacher education and qualifications academic standards teacher effectiveness lesson plans and modules teacher characteristics instructional materials program effectiveness program evaluation African culture African history Black studies class activities educational games number systems cognitive ability foreign influence and fundamental concepts What unifies the chapters in this book can appear rather banal but many mathematical insights are so obvious and so fundamental that they are difficult to absorb appreciate and express with fresh clarity Some of the more basic insights are isolated by accounts of investigators who have earned their contemporaries respect Winner of the 2012 Cecil B Currey Book Award Library of Congress Subject Headings Library of Congress, Library of Congress. Subject Cataloging Division, Library of Congress. Office for Subject Cataloging Policy, 2013

Mathematics Teaching, Learning, and Liberation in the Lives of Black Children Danny Bernard Martin, 2010-06-21 With issues of equity at the forefront of mathematics education research and policy this collection offers authoritative scholarship that sheds light on the ways that young black learners experience mathematics in schools and their communities

Perspectives on African Americans Marilyn E. Strutchens, Martin L. Johnson, William F. Tate, 2000 Focus of book is on equality issues in mathematics education for African American students and looks critically at successful and unsuccessful teaching practices Library of Congress Subject Headings Library of Congress. Cataloging Policy and Support Office, 2007

Sociocultural Research on Mathematics Education Bill Atweh, Helen Forgasz, Ben Nebres, 2013-03-07 This volume the first to bring together research on sociocultural aspects of mathematics education presents contemporary and international perspectives on social justice and equity issues that impact mathematics education In particular it highlights the importance of three interacting and powerful factors gender social and cultural dimensions Sociocultural Research on Mathematics Education An International Perspective is distinguished in several ways It is research based Chapters report on significant research projects present a comprehensive and critical summary of the research findings and offer a critical discussion of research methods and theoretical perspectives undertaken in the area It is future oriented presenting recommendations for practice and policy and identifying areas for further research It deals with all aspects of formal and informal mathematics education and applications and all levels of formal schooling As the context of

mathematics education rapidly changes with an increased demand for mathematically literate citizenship an increased awareness of issues of equity inclusivity and accountability and increased efforts for globalization of curriculum development and research questions are being raised more than ever before about the problems of teaching and learning mathematics from a non cognitive science perspective This book contributes significantly to addressing such issues and answering such questions It is especially relevant for researchers graduate students and policymakers in the field of mathematics education

The Brilliance of Black Children in Mathematics Jacqueline Leonard,Danny B. Martin,2013-03-01 This book is a critically important contribution to the work underway to transform schooling for students who have historically been denied access to a quality education specifically African American children The first section of the book provides some historical perspective critical to understanding the current state of education in the U S specifically for the education of African American children The following sections include chapters on policy learning ethnomathematics student identity and teacher preparation as it relates to the mathematical education of Black children Through offering counternarratives about mathematically successful Black youth advocating for a curriculum that is grounded in African American culture and ways of thinking providing shining examples of the brilliance of Blacks students and promoting high expectations for all rather than situating students as the problem the authors of this book provide powerful insights related to the teaching and learning of mathematics for African American students As is made evident in this book effective teaching involves much more than just engaging students in inquiry based pedagogy Kitchen 2003 The chapters offered in this book demonstrate how mathematics instruction for African American students needs to take into account historical marginalization and present day policies that do harm to Black students Kunjufu 2005 Empowering mathematics instruction for African American students needs to take into consideration and promote students cultural spiritual and historical identities Furthermore mathematics instruction for African American students should create opportunities for students to express themselves and the needs of their communities as a means to promote social justice both within their classrooms and communities

Critical Issues in Mathematics Education Bharath Sriraman,Paul Ernest,Brian Greer,2009-06-01 The word critical in the title of this collection has three meanings all of which are relevant One meaning as applied to a situation or problem is at a point of crisis A second meaning is expressing adverse or disapproving comments or judgments A third is related to the verb to critique meaning to analyze the merits and faults of The authors contributing to this book pose challenging questions from multiple perspectives about the roles of mathematics in society and the implications for education Traditional reasons for teaching mathematics include preparing a new generation of mathematics researchers and a cadre of technically competent users of mathematics training students to think logically and because mathematics is as much part of cultural heritage as literature or music These reasons remain valid though open to critique but a deeper analysis is required that recognizes the roles of mathematics in framing many aspects of contemporary society that will connect mathematics education to the lived experiences of students their

communities and society in general and that acknowledges the global ethical responsibilities of mathematicians and mathematics educators The book is organized in four sections 1 Mathematics education For what and why 2 Globalization and cultural diversity 3 Mathematics education and society and 4 Social justice in and through mathematics education The chapters address fundamental issues such as the relevance of school mathematics in people s lives creating a sense of agency for the field of mathematics education and redefining the relationship between mathematics as discipline mathematics as school subject and mathematics as part of people s lives

Ethnomathematics in Action Milton Rosa,Cristiane Coppe de Oliveira,2020-08-10 This book presents a collection of ethnomathematical studies of diverse mathematical practices in Afro Brazilian indigenous rural and urban communities in Brazil Ethnomathematics as a research program aims to investigate the interrelationships of local mathematical knowledge sources with broader universal forms of mathematics to understand ideas procedures and practices found in distinct cultural groups Based on this approach the studies brought together in this volume show how this research program is applied and practiced in a culturally diverse country such as Brazil where African indigenous and European cultures have generated different forms of mathematical practice These studies present ethnomathematics in action as a tool to connect the study of mathematics with the students real life experiences foster critical thinking and develop a mathematics curriculum which incorporates contributions from different cultural groups to enrich mathematical knowledge By doing so this volume shows how ethnomathematics can contribute in practice to the development of a decolonial mathematics education Ethnomathematics in Action Mathematical Practices in Brazilian Indigenous Urban and Afro Communities will be of interest to educators and educational researchers looking for innovative approaches to develop a more inclusive democratic critical multicultural and multiethnic mathematics education

The in STEAM Jerilou Moore,Kerry Holmes,2021-11-15 Discover new and exciting ways to teach STEM content through the arts in your early childhood program with this innovative and comprehensive guidebook Chapters feature playful activities divided by age band that bridge early academic learning and social emotional physical and mental development with active engagement in the arts Structured activities include a materials list safety concerns key takeaways and related readings as well as explicit connections to research and national standards With clear and concise lesson plans that walk you through activities in music dance media arts visual arts and theater it becomes easy to bring development and learning through movement and creativity to your classroom or program

Globalized Curriculum Methods for Modern Mathematics Education Tella, Adedeji,2018-07-27 The field of education is in constant flux as new theories and practices emerge to engage students and improve the learning experience Globalization has created new challenges for mathematics educators as they are compelled to respond to the shifting patterns and practices of everyday life and stay abreast of the latest research in education curriculum development and technologies Globalized Curriculum Methods for Modern Mathematics Education is a comprehensive and timely publication that contains the latest research in mathematics education and modern globalized

curriculum development and technologies The book examines subjects such as teaching competencies digital games for teaching and learning mathematics and the challenges and prospects of globalized science curriculum This is an ideal resource for educators academicians teachers policy makers researchers and graduate level students seeking to further their research in mathematics education History of Mathematics in Africa: 1986-1999 Paulus Gerdes,Ahmed Djebbar,2011

The SAGE Encyclopedia of African Cultural Heritage in North America Mwalimu J. Shujaa,Kenya J.

Shujaa,2015-07-13 The Encyclopedia of African Cultural Heritage in North America provides an accessible ready reference on the retention and continuity of African culture within the United States Our conceptual framework holds first that culture is a form of self knowledge and knowledge about self in the world as transmitted from one person to another Second that African people continuously create their own cultural history as they move through time and space Third that African descended people living outside of Africa are also contributors to and participate in the creation of African cultural history Entries focus on illuminating Africanisms cultural retentions traceable to an African origin and cultural continuities ongoing practices and processes through which African culture continues to be created and formed Thus the focus is more culturally specific and less concerned with the broader transatlantic demographic political and geographic issues that are the focus of similar recent reference works We also focus less on biographies of individuals and political and economic ties and more on processes and manifestations of African cultural heritage and continuity FEATURES A two volume A to Z work available in a choice of print or electronic formats 350 signed entries each concluding with Cross references and Further Readings 150 figures and photos Front matter consisting of an Introduction and a Reader s Guide organizing entries thematically to more easily guide users to related entries Signed articles concluding with cross references **The Art of Africa** Christa Clarke,Rebecca Arkenberg,2006 By focusing on forty works from the Metropolitan s collection this educator s resource kit presents the rich and diverse artistic heritage of sub Saharan Africa Included are a brief introduction and history of the continent an explanation of the role of visual expression in Africa descriptions of the form and function of the works lesson plans class activities map bibliography and glossary Tep Vol 28-N2-3 Teacher Education and Practice,2016-02-01 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield Teaching Mathematics and Art Lesley Jones,1991 **The Diverse Curriculum** Bennie Kara,2024-12-20 Positioning diversity in the

curriculum is a complex task and knowing where to start is one of the biggest challenges teachers face This book is a dynamic guide for educators Blending both theoretical insights and practical strategies teachers are empowered to create curricula that celebrate the rich tapestry of global cultures and recognize the value of diverse sources of knowledge Moreover it delves into inspiring ways to ignite deep curiosity about the world spanning the past present and future Drawing on her 20 years experience in UK schools Bennie Kara asks us to reflect on what we choose to teach and why

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