

Mathematicians as Enquirers

Learning about Learning Mathematics

Leone Burton



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Carl Posy, Ofra Rechter



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Constructing Mathematical Knowledge Paul Ernest, 2012-10-12 First published in 1994 This book and its companion volume *Mathematics Education and Philosophy An International Perspective* are edited collections Instead of the sharply focused concerns of the research monograph the books offer a panorama of complementary and forward looking perspectives They illustrate the breadth of theoretical and philosophical perspectives that can fruitfully be brought to bear on the mathematics and education The empathise of this book is on epistemological issues encompassing multiple perspectives on the learning of mathematics as well as broader philosophical reflections on the genesis of knowledge It explores constructivist and social theories of learning and discusses the role of the computer in light of these theories **Contact**

Interactions in Quantum Mechanics: Theory, Mathematical Aspects and Applications Manuel Gadella, Luiz A. Manzoni, José Tadeu Lunardi, 2021-03-12 *Dialogical Inquiry in Mathematics Teaching and Learning* Nadia Stoyanova, Eva Marsal, 2023-10-31 The collection of papers in this anthology represents what may be a broad exploration of the role of philosophical inquiry in the classroom and in mathematics teacher education a topos characterized by multiple intersecting themes all of which converge on a central question what is the role of mathematics in the construction of the realities we live by and could that role be different if we became aware of its invisible power In the age of the Anthropocene an era in which technological intervention plays an ever more central role in the way we build develop and attempt to maintain our increasingly fragile and risk prone human and natural world what are the implications of the hegemonic epistemic status of mathematics in those processes Does mathematics define the conditions of possibility of all knowledge whether expressed in a theory or silently invested in a practice Does or can mathematics and its presumed value neutrality serve to limit constrain suppress and even preclude other perhaps more valuable forms of knowledge Alternatively can philosophical dialogue about mathematics serve to clarify unmask reframe and recreate our understanding of mathematics and its symbolic power in the human and material world and act as an emancipatory form of knowledge in culture and society What would such dialogues look like in the mathematics classroom The papers in this volume address these questions in various contexts and registers and provide prospective and in service teachers with compelling and suggestive ways of responding to them A must read for math educators everywhere Nadia Stoyanova Kennedy Associate Professor of Mathematics Education City University of New York USA Eva Marsal Professor of Philosophy University of Education Karlsruhe Germany University of Warsaw Poland

Becoming a Primary Mathematics Specialist Teacher Gina Donaldson, Jenny Field, Dave Harries, Clare Tope, Helen Taylor, 2013-08-15 What is the role of the mathematics specialist What is deep subject knowledge in mathematics What sort of pedagogical knowledge does a mathematics specialist need How can you best support your colleagues to improve mathematics teaching and learning *Becoming a Primary Mathematics Specialist Teacher* helps you explore the role of the specialist in promoting positive attitudes towards mathematics and developing the teaching and learning of mathematics in

your primary school Illustrated throughout with classroom based examples and referenced to relevant research it is designed to support your development as a reflective practitioner who can confidently review and develop practice in your own classroom as well as challenge and move the whole school forward through collaborative professional development Essential topics explored include The nature of the role of the primary mathematics specialist Understanding how attitudes to mathematics evolve and why it is crucial to challenge and change negativity What we mean by deep subject knowledge in primary mathematics Pedagogical knowledge of how mathematics is taught and learned The skills of coaching and mentoring to support teachers and teaching assistants Unpicking the principles of progression for high quality teaching in all years groups The key features of deep subject knowledge and pedagogy in three areas of the curriculum multiplication time and data handling Becoming a Primary Mathematics Specialist Teacher is an essential source of guidance and ideas for all primary school teachers aiming to achieve Mathematics Specialist status or already taking this role those studying primary mathematics as a specialism and at masters level and for all primary mathematics co ordinators *Mathematicians' Reflections on Teaching* Sepideh Stewart, 2023-08-07 This book opens the case on collaboration among mathematicians and mathematics educators The authors of this book provide their research and experience based insights on collaboration to inspire the young generation of the mathematics community to engage in productive collaborations and exchange of knowledge early in their careers These valuable collaborations are anticipated to generate innovative research questions that set new and novel paths for mathematics education research with ample possibilities yet to be realized and discovered

Mathematics Education Barbara Allen, Sue Johnston-Wilder, 2003-12-16 Mathematics Education identifies some of the most significant issues in mathematics education today Pulling together relevant articles from authors well known in their fields of study the book addresses topical issues such as gender equity attitude teacher belief and knowledge community of practice autonomy and agency assessment technology The subject is dealt with in three parts culture of the mathematics classroom communication in mathematics classrooms and pupils and teachers perceptions Students on postgraduate courses in mathematics education will find this book a valuable resource Students on BEd and PGCE courses will also find this a useful source of reference as will teachers of mathematics mentors and advisers **Lines of Inquiry in Mathematical**

Modelling Research in Education Gloria Ann Stillman, Jill P. Brown, 2019-05-16 This open access book is based on selected presentations from Topic Study Group 21 Mathematical Applications and Modelling in the Teaching and Learning of Mathematics at the 13th International Congress on Mathematical Education ICME 13 held in Hamburg Germany on July 24 31 2016 It contributes to the theory research and teaching practice concerning this key topic by taking into account the importance of relations between mathematics and the real world Further the book addresses the balancing act between developing students modelling skills on the one hand and using modelling to help them learn mathematics on the other which arises from the integration of modelling into classrooms The contributions prepared by authors from 9 countries reflect the

spectrum of international debates on the topic and the examples presented span schooling from years 1 to 12 teacher education and teaching modelling at the tertiary level In addition the book highlights professional learning and development for in service teachers particularly in systems where the introduction of modelling into curricula means reassessing how mathematics is taught Given its scope the book will appeal to researchers and teacher educators in mathematics education as well as pre service teachers and school and university educators *Mathematics Education and Philosophy* Paul

Ernest,2003-09-02 Currently there is a great deal of interest in philosophical issues in the teaching and learning of both mathematics and science education In this book Ernest has collected together papers from the foremost researchers and practitioners in the philosophy of mathematics education and related areas together with a selection of papers from the International Congress of Mathematics Education held in Quebec in 1992 Throughout the outstanding feature of the collection is its multidisciplinary approach to the field of study This book is the second in Paul Ernest s Studies in Mathematics Education series **Mathematical Models in Contact Mechanics** Mircea Sofonea,Andaluzia

Matei,2012-09-13 A complete introduction to the modelling and mathematical analysis of contact processes with deformable solids Encyclopedic Dictionary of Mathematics Nihon Sūgakkai,1993 V 1 A N v 2 O Z Apendices and indexes

Mathematics Education as a Research Domain: A Search for Identity Anna Sierpinska,Jeremy Kilpatrick,2014-02-19 No one disputes how important it is in today s world to prepare students to un derstand mathematics as well as to use and communicate mathematics in their future lives That task is very difficult however Refocusing curricula on funda mental concepts producing new teaching materials and designing teaching units based on mathematicians common sense or on logic have not resulted in a better understanding of mathematics by more students The failure of such efforts has raised questions suggesting that what was missing at the outset of these proposals designs and productions was a more profound knowledge of the phenomena of learning and teaching mathematics in socially established and culturally politically and economically justified institutions namely schools Such knowledge cannot be built by mere juxtaposition of theories in disci plines such as psychology sociology and mathematics Psychological theories focus on the individual learner Theories of sociology of education look at the general laws of curriculum development the specifics of pedagogic discourse as opposed to scientific discourse in general the different possible pedagogic rela tions between the teacher and the taught and other general problems in the inter face between education and society Mathematics aside from its theoretical contents can be looked at from historical and epistemological points of view clarifying the genetic development of its concepts methods and theories This view can shed some light on the meaning of mathematical concepts and on the difficulties students have in teaching approaches that disregard the genetic development of these concepts **Understanding Mathematics for Young Children** Derek Haylock,Anne D Cockburn,2017-02-08 Having a deep understanding of the mathematical ideas and concepts taught in the classroom is vital as a nursery or primary school teacher In order for children to get to grips with

these concepts trainee teachers need to be aware of how they come to interpret and understand them Now in its 5th edition this essential book helps trainee teachers develop their own knowledge of key mathematical ideas and concepts for the nursery and primary classroom Now focusing specifically on ages 3-7 it also supports trainees with several age appropriate classroom activities As well as updates to further reading suggestions and research focuses this revised edition includes new content on Mastery in learning mathematics Simple fractions Roman numerals Money as a form of measurement

Learning Mathematics Prof Leone Burton, Leone Burton, 2012-10-12 Learning Mathematics brings together a collection of interrelated and forward looking chapters by internationally recognized experts that explores changes in the theories and practices of learning and teaching mathematics The authors reject a traditional transmission view of the teaching of mathematics which has proved so ineffective for learning In its place they offer information gathered from research and from practice about effects on the learners seeking to create and negotiate meaning Learners are presented as actively attempting to make sense of the mathematics they encounter and learners teachers and researchers are offered examples of how such sense making activities incorporated into mathematics classrooms impact on coming to know The book celebrates both diversity in the range of different perspectives contributions and topics and unity in the linking chapters and themes It will be fascinating reading for those mathematics educators who are eager to engage with a socio cultural perspective in order to better understand the complexity of learning mathematics

Understanding Children's Mathematical Graphics: Beginnings in Play Elizabeth Carruthers, Maulfry Worthington, 2011-04-16 This book challenges traditional beliefs and practices of teaching written mathematics in early childhood It gives theoretical underpinnings and offers exciting insights and context to children's early mathematical thinking and in particular into children's mathematical graphics showing how this supports their understanding of the abstract symbolic language of mathematics Drawing on a wide range of examples it illustrates and explains how children explore and communicate their mathematical thinking through their mathematical graphics and how this begins in play The book looks at the power of children's own marks symbols and other graphical representations to convey meanings exploring how they support complex thinking The authors explore the relationship between children's play and meaning making Rather than viewing mathematics as a separate subject or as a set of basic skills to be transmitted they demonstrate that in supportive learning cultures children develop their own mathematical thinking to solve problems Key features include Numerous new examples and case studies of children from birth to 8 years highlighting the complexity and richness of children's thinking Explanation of pedagogical issues showing how they can support rich play and mathematics Draws on the authors latest research This book is valuable reading for students teachers primary mathematics coordinators and all early years professionals working in the Early Years Foundation Stage and Key Stage One

Effective Learning and Teaching in Mathematics and Its Applications Peter Kahn, Joseph Kyle, 2003-12-16 An exploration of the key issues in the teaching of mathematics a key subject in its own right and one that forms an important

part of many other disciplines *Posing and Solving Mathematical Problems* Patricio Felmer, Erkki Pehkonen, Jeremy Kilpatrick, 2016-04-29 This book collects recent research on posing and solving mathematical problems Rather than treating these two crucial aspects of school mathematics as separate areas of study the authors approach them as a unit where both areas are measured on equal grounds in relation to each other The contributors are from a vast variety of countries and with a wide range of experience it includes the work from many of the leading researchers in the area and an important number of young researchers The book is divided in three parts one directed to new research perspectives and the other two directed to teachers and students respectively Kant's Philosophy of Mathematics Carl Posy, Ofra Rechter, 2020-05-21 Essential for students and scholars this book brings contemporary Kantian scholarship together with the history of philosophy of mathematics Teaching Mathematics Creatively Linda Pound, Trisha Lee, 2021-09-30 This revised and updated third edition offers a range of strategies activities and ideas to bring mathematics to life in the primary classroom Taking an innovative and playful approach to maths teaching this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge understanding and enjoyment of the subject In the creative classroom mathematics becomes a tool to build confidence develop problem solving skills and motivate children The fresh approaches explored in this book include a range of activities such as storytelling music and construction elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way Key chapters of this book explore Learning maths outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Stimulating accessible and underpinned by the latest research and theory this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom **Scientific Inquiry in Mathematics - Theory and Practice** Andrzej Sokolowski, 2018-05-02 This valuable resource provides an overview of recent research and strategies in developing and applying modelling to promote practice based research in STEM education In doing so it bridges barriers across academic disciplines by suggesting activities that promote integration of qualitative science concepts with the tools of mathematics and engineering The volume s three parts offer a comprehensive review by 1 Presenting a conceptual background of how scientific inquiry can be induced in mathematics classes considering recommendations of prior research 2 Collecting case studies that were designed using scientific inquiry process designed for math classes and 3 Exploring future possibilities and directions for the research included within Among the topics discussed STEM education A platform for multidisciplinary learning Teaching and learning representations in STEM Formulating conceptual framework for multidisciplinary STEM modeling Exploring function continuity in context Exploring function transformations using a dynamic system Scientific Inquiry in Mathematics Theory and Practice delivers hands on and concrete strategies for effective STEM teaching in practice to educators within the fields of mathematics science and

technology It will be of interest to practicing and future mathematics teachers at all levels as well as teacher educators mathematics education researchers and undergraduate and graduate mathematics students interested in research based methods for integrating inquiry based learning into STEM classrooms

Radical Constructivism in Mathematics

Education E. Glasersfeld, 2006-04-11 Mathematics is the science of acts without things and through this of things one can define by acts 1 Paul Val ry The essays collected in this volume form a mosaik of theory research and practice directed at the task of spreading mathematical knowledge They address questions raised by the recurrent observation that all too frequently the present ways and means of teaching mathematics generate in the student a lasting aversion against numbers rather than an understanding of the useful and sometimes enchanting things one can do with them Parents teachers and researchers in the field of education are well aware of this dismal situation but their views about what causes the wide spread failure and what steps should be taken to correct it have so far not come anywhere near a practicable consensus The authors of the chapters in this book have all had extensive experience in teaching as well as in educational research They approach the problems they have isolated from their own individual perspectives Yet they share both an overall goal and a specific fundamental conviction that characterized the efforts about which they write here The common goal is to find a better way to teach mathematics The common conviction is that knowledge cannot simply be transferred ready made from parent to child or from teacher to student but has to be actively built up by each learner in his or her own mind

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