

# Mathematicians as Enquirers

Learning about Learning Mathematics

Leone Burton



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# Mathematicians As Enquirers Learning About Learning Mathematics Mathematics Education Library

**Bharath Sriraman, Lyn English**



### **Mathematicians As Enquirers Learning About Learning Mathematics Mathematics Education Library:**

Mathematicians as Enquirers Leone L. Burton, 2004-04-30 It is amazing that the usual reply to being introduced to a mathematician is a stumbling apology about how bad someone is at mathematics no matter how good they may be in reality The problem is that we have come to view mathematics as an arcane branch of knowledge that only a few can aspire to understand or grasp The sense of separation between those who have the knowledge and those who do not is present even amongst academics where many of the same skills and research practices exist intuition the use of symbolic structures and the use of intuition and insight The more worrying aspect of this separation is the ever declining numbers of students choosing mathematics as part of their curriculum beyond the stage when it is mandatory Even worse it would seem that the mathematics community has created a discriminatory environment that deters many students from continuing beyond secondary and tertiary education Exit interviews with graduates show a stark rejection of their previously chosen subject What about mathematicians themselves how do they see themselves Do male and female mathematicians come to know their mathematics in different ways do they tackle different problems with varying results for their status in the research community Does the pervasive labelling that mathematics is a male domain arise because of a lack of role models for women or through its highly competitive hierarchical nature Are the negative labels often associated with mathematics i e

**Humans-with-Media and the Reorganization of Mathematical Thinking** Marcelo C. Borba, Monica E. Villarreal, 2005-07-25 As we enter into the 21st Century the presence of technology particularly techno science in everyday life is overwhelming Institutions in the modern world are affected by this presence Like Janus the ancient Roman god whose double faced head signified his knowledge of the present and the future education has always been a two faced enterprise The past establishes goals and methods of Education and the other face tries to capture the future and suggests and proposes new directions of thought and new styles of behavior for the generation which in a few years will take over both routines and societal innovation History tells us that this face of Education has always been sensitive to emerging technologies Technologies of communication and information have been particularly influential in new directions of society in particular of education The transition from orality to writing marked a new role for the teacher From the sole repository of accumulated knowledge the teacher became a guide and interpreter of registered knowledge The emergence of hardware in the form of documents and books initiated a companionship between teacher and hardware It is also remarkable how the emergence of writing strengthened individual memory contrary to the concerns of Thamus when Theuth explained to him the discovery of writing The conservative king was afraid that the new invention would implant forgetfulness in the souls of men

**Philosophical Dimensions in Mathematics Education** Karen Francois, Jean Paul Van Bendegem, 2007-11-15 This book brings together diverse recent developments exploring philosophy of mathematics in education The unique combination of ethnomathematics philosophy history education statistics and mathematics offers a variety of different perspectives from

which existing boundaries in mathematics education can be extended The ten chapters in this book offer a balance between philosophy of and philosophy in mathematics education Attention is paid to the implementation of a philosophy of mathematics within the mathematics curriculum to become a philosophy in mathematics education In doing so many chapters provide ideas for actual practice and some practical examples directly usable in teacher training and in mathematics classrooms

**Meaning in Mathematics Education** Jeremy Kilpatrick,Celia Hoyles,Ole Skovsmose,2006-03-30 What does it mean to know mathematics How does meaning in mathematics education connect to common sense or to the meaning of mathematics itself How are meanings constructed and communicated and what are the dilemmas related to these processes There are many answers to these questions some of which might appear to be contradictory Thus understanding the complexity of meaning in mathematics education is a matter of huge importance There are twin directions in which discussions have developed theoretical and practical and this book seeks to move the debate forward along both dimensions while seeking to relate them where appropriate A discussion of meaning can start from a theoretical examination of mathematics and how mathematicians over time have made sense of their work However from a more practical perspective anybody involved in teaching mathematics is faced with the need to orchestrate the myriad of meanings derived from multiple sources that students develop of mathematical knowledge This book presents a wide variety of theoretical reflections and research results about meaning in mathematics and mathematics education based on long term and collective reflection by the group of authors as a whole It is the outcome of the work of the BACOMET Basic COmponents of Mathematics Education for Teachers group who spent several years deliberating on this topic The ten chapters in this book both separately and together provide a substantial contribution to clarifying the complex issue of meaning in mathematics education This book is of interest to researchers in mathematics education graduate students of mathematics education under graduate students in mathematics secondary mathematics teachers and primary teachers with an interest in mathematics

**Researching the Socio-Political Dimensions of Mathematics Education** Paola Valero,Robyn Zevenbergen,2006-04-11 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

**Theories of Mathematics Education** Bharath Sriraman, Lyn English, 2009-10-13

Advances in Mathematics Education is a new and innovative book series published by Springer that builds on the success and the rich history of ZDM The International Journal on Mathematics Education formerly known as Zentralblatt für Mathematik One characteristic of ZDM since its inception in 1969 has been the publication of themed issues that aim to bring the state of the art on central sub domains within mathematics education The published issues include a rich variety of topics and contributions that continue to be of relevance today The newly established monograph series aims to integrate synthesize and extend papers from previously published themed issues of importance today by orienting these issues towards the future state of the art The main idea is to move the field forward with a book series that looks to the future by building on the past by carefully choosing viable ideas that can fruitfully mutate and inspire the next generations Taking inspiration from Henri Poincaré 1854-1912 who said To create consists precisely in not making useless combinations and in making those which are useful and which are only a small minority

*Exploring Probability in School* Graham A. Jones, 2006-03-30

Exploring Probability in School provides a new perspective into research on the teaching and learning of probability It creates this perspective by recognizing and analysing the special challenges faced by teachers and learners in contemporary classrooms where probability has recently become a mainstream part of the curriculum from early childhood through high school The authors of the book discuss the nature of probability look at the meaning of probabilistic literacy and examine student access to powerful ideas in probability during the elementary middle and high school years Moreover they assemble and analyse research based pedagogical knowledge for teachers that can enhance the learning of probability throughout these school years With the book's rich application of probability research to classroom practice it will not only be essential reading for researchers and graduate students involved in probability education it will also capture the interest of educational policy makers curriculum personnel teacher educators and teachers

**The Construction of New Mathematical Knowledge in Classroom Interaction** Heinz Steinbring, 2006-03-30

Mathematics is generally considered as the only science where knowledge is uniform universal and free from contradictions Mathematics is a social product a net of norms as Wittgenstein writes In contrast to other institutions traffic rules legal systems or table manners which are often internally contradictory and are hardly ever unrestrictedly accepted mathematics is distinguished by coherence and consensus Although mathematics is presumably the discipline which is the most differentiated internally the corpus of mathematical knowledge constitutes a coherent whole The consistency of mathematics cannot be proved yet so far no contradictions were found that would question the uniformity of mathematics Heintz 2000 p 11 The coherence of mathematical knowledge is closely related to the kind of professional communication that research mathematicians hold about

mathematical knowledge In an extensive study Bettina Heintz Heintz 2000 proposed that the historical development of formal mathematical proof was in fact a means of establishing a communicable code of conduct which helped mathematicians make themselves understood in relation to the truth of mathematical statements in a coordinated and unequivocal way New Directions for Situated Cognition in Mathematics Education Anne Watson, Peter Winbourne, 2008-01-03 This book draws together a range of papers by experienced writers in mathematics education who have used the concept of situated cognition in their research within recent years No other books are available which take this view specifically in mathematics education Thus it provides an up to date overview of developments and applications to which other researchers can refer and which will inspire future research

**The Didactical Challenge of Symbolic Calculators** Dominique Guin, 2005 While computational technologies are transforming the professional practice of mathematics as yet they have had little impact on school mathematics This pioneering text develops a theorized analysis of why this is and what can be done to address it It examines the particular case of symbolic calculators equipped with computer algebra systems in secondary education Drawing on a substantial program of French innovation and research as well as closely related studies from Australia and the Netherlands it provides rich illustrations of the many aspects of technology integration and of the ways in which these are shaped at different levels of the educational institution This text offers the first English language exposition of how an innovative synthesis of the theories of instrumentation and didactics can be used to illuminate the complexities of technology integration It offers important guidance for policy and practice through its analysis of the central role of the teacher and its identification of key principles for effective didactical design and management These distinctive features make this book essential reading for researchers teacher educators and graduate students in mathematics education and technology in education as well as for teachers of mathematics at upper secondary and university levels This is a revised English language edition of D Guin L Trouche Eds 2002 *Calculatrices symboliques Transformer un outil en un instrument de travail mathématique un problème didactique* Editions La Pensée Sauvage Grenoble

**Opening the Research Text** Elizabeth de Freitas, Kathleen Nolan, 2007-12-19 In this chapter we interrogate the debate between mathematicians and mathematics educators This debate is widely recognized in the United States for instance where the term math wars is often used in reference to the heated disagreements between mathematicians and mathematics educators Such recognition might suggest that this topic itself has relevance both for the academy and for educational policy pertaining to mathematics education We propose to locate this debate unavoidably whenever and wherever mathematics education is written Our aim is to show how the debate itself gives rise to the inscription mathematics education Indeed we contend that mathematics education cannot be defined outside of or prior to the debate for it is precisely through the debate that it is constituted as a domain for deliberation The debate is more primordial than any epistemic domain implied by it In other words we argue that mathematics and mathematics education do not exist epistemically prior to the debate In order to

engage this issue we consider a transcription of a panel debate 2 between mathematicians and mathematics educators held in Brazil in 1998 There is at least a double meaning for the word debate it may mean a meeting having a beginning and an end well localized in space and time and with a specific proposal or focus as in the following sentence I am going to see on TV the debate between Bush and Blair tomorrow at 5 pm

**Teaching and Learning Secondary School Mathematics** Ann Kajander, Jennifer Holm, Egan J Chernoff, 2018-10-24 This volume brings together recent research and commentary in secondary school mathematics from a breadth of contemporary Canadian and International researchers and educators It is both representative of mathematics education generally as well as unique to the particular geography and culture of Canada The chapters address topics of broad applicability such as technology in learning mathematics recent interest in social justice contexts in the learning of mathematics as well as Indigenous education The voices of classroom practitioners the group ultimately responsible for implementing this new vision of mathematics teaching and learning are not forgotten Each section includes a chapter written by a classroom teacher making this volume unique in its approach We have much to learn from one another and this volume takes the stance that the development of a united vision supported by both research and professional dialog provides the first step

Relatively and Philosophically Earnest Bharath Sriraman, Simon Goodchild, 2009-10-01 Paul Ernest's name is synonymous with social constructivism as a philosophy of mathematics His contributions to mathematics education have occurred at a very fundamental level and to a extent shaped theory development in this field His research addresses fundamental questions about the nature of mathematics and how it relates to teaching learning and society For the last three decades Paul has been a prolific scholar who has published in a wide array of topics such as the relationship between the philosophy of mathematics and mathematics education and more generally the philosophy of mathematics education ethics and values in mathematics education and the philosophy of research methodology The title of this Festschrift is meant to be a pun to convey the sometimes relativistic dimension to mathematical certainty that Paul argued for in developing his philosophy and also a play on words for the fact that absolute earnestness may perhaps be a Platonic construct and not possible in the realm of language and human discourse Paul Ernest's scholarly evolution and life can best be summarized in the words of Walt Whitman Do I contradict myself Very well then I contradict myself I am large I contain multitudes Indeed his presence has been large and multitudinous and this Festschrift celebrates his 65th Birthday with numerous contributions coming from the mathematics philosophy and mathematics education communities around the world

**The British National Bibliography** Arthur James Wells, 2004 *Mathematical Reviews*, 2006 American Book Publishing Record, 2003 **Library of Useful Knowledge: On the study and difficulties of mathematics [by A. De Morgan] arithmetic and algebra, by Mr. Parker; with Examples of the processes, by A. De Morgan. Theory of algebraical expressions [by J. Drinkwater Bethune] A treatise on the theory of algebraical equations, by R. Murphy. 1836**, 1836 **Mathematical Education**, 1986 **Library of Useful Knowledge**, 1847

**International Yearbook of Educational and Instructional Technology** Association for Educational and Training  
Technology, 1984



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