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LA PENSÉE MATHÉMATIQUE PURE

La Pensee Mathematigue

Emily R. Grosholz,Emily Grosholz

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    The Architecture of Modern Mathematics J. Ferreiros,J. J. Gray,2006-04-27 This edited volume aimed at both students and researchers in philosophy mathematics and history of science highlights leading developments in the overlapping areas of philosophy and the history of modern mathematics It is a coherent wide ranging account of how a number of topics in the philosophy of mathematics must be reconsidered in the light of the latest historical research and how a number of historical accounts can be deepened by embracing philosophical questions   **Weyl and the Problem of Space** Julien Bernard,Carlos Lobo,2019-10-09 This book investigates Hermann Weyl s work on the problem of space from the early 1920s onwards It presents new material and opens the philosophical problem of space anew crossing the disciplines of mathematics history of science and philosophy With a Kantian starting point Weyl asks among all the infinitely many conceivable metrical spaces which one applies to the physical world In agreement with general relativity Weyl acknowledges that the metric can quantitatively vary with the physical situation Despite this freedom Weyl deduces with group theoretical technicalities that there is only one kind of legitimate metric This construction was then decisive for the development of gauge theories Nevertheless the question of the foundations of the metric of physical theories is only a piece of a wider epistemological problem Contributing authors mark out the double trajectory that goes through Weyl s texts from natural science to philosophy and conversely always through the mediation of mathematics Readers may trace the philosophical tradition to which Weyl refers and by which he is inspired Kant Husserl Fichte Leibniz Becker etc and explore the mathematical tradition Riemann Helmholtz Lie Klein that permitted Weyl to elaborate and solve his mathematical problem of space Furthermore this volume analyzes the role of the interlocutors with whom Weyl discussed the nature of physical space Einstein Cartan De Sitter Schr dinger Eddington This volume features the work of top specialists and will appeal to postgraduates and scholars in philosophy the history of science mathematics or physics   *Beyond the Apparent Banality of the Mathematics Classroom* Colette Laborde,Marie-Jeanne Perrin-Glorian,Anna Sierpinska,2007-03-11 New research in mathematics education deals with the complexity of the mathematics classroom The classroom teaching situation constitutes a pertinent unit of analysis for research into the ternary didactic relationship which binds teachers students and mathematical knowledge The classroom is considered as a complex didactic system which offers the researcher an opportunity to gauge the boundaries of the freedom that is left with regard to choices about the knowledge to be taught and the ways of organizing the students learning while giveing rise to the study of interrelations between three main elements of the teaching process the mathematical content to be taught and learned management of the various time dimensions and activity of the teacher who prepares and manages the class to the benefit of the students knowledge and the teachers own experience This volume reprinted from Educational Studies in Mathematics Volume 59 focuses on classroom situations as a unit of analysis the work of the teacher and is strongly anchored in original theoretical frameworks The contributions are formulated from the perspective of one or more

theoretical frameworks but they are tackled by means of empirical investigations   The 'Resource' Approach to Mathematics Education Luc Trouche,Ghislaine Gueudet,Birgit Pepin,2019-11-29 This edited volume will help educators better analyze methodological and practical tools designed to aid classroom instruction It features papers that explore the need to create a system in order to fully meet the uncertainties and developments of modern educational phenomena These have emerged due to the abundance of digital resources and new forms of collective work The collected papers offer new perspectives to a rising field of research known as the Documentational Approach to Didactics This framework was first created by the editors of this book It seeks to develop a deeper understanding of mathematics teaching expertise Readers will gain insight into how to meet the theoretical questions brought about by digitalization These include how to analyze teachers work when they prepare for their teaching how to conceptualize the relationships between individual and collective work and how to follow the related processes over the long term The contributors also provide a comparative view in terms of contrasting selected phenomena across different educational cultures and education systems For instance they consider how differences in curriculum resources are available to teachers and how teachers make use of them to shape instruction Coverage also considers the extent to which teachers make use of additional material particularly those available through the global marketplace on the Internet This book builds on works from the Re s sources 2018 Conference Understanding teachers work through their interactions with resources for teaching held in Lyon France   **Wolf Prize in Mathematics** Shiing-Shen Chern,Friedrich Hirzebruch,2000   **European Traditions in Didactics of Mathematics** Werner Blum,Michèle Artigue,Maria Alessandra Mariotti,Rudolf Sträßer,Marja Van den Heuvel-Panhuizen,2019-02-18 This open access book discusses several didactic traditions in mathematics education in countries across Europe including France the Netherlands Italy Germany the Czech and Slovakian Republics and the Scandinavian states It shows that while they all share common features both in the practice of learning and teaching at school and in research and development they each have special features due to specific historical and cultural developments The book also presents interesting historical facts about these didactic traditions the theories and examples developed in these countries   **Revue Semestrielle Des Publications Mathematiques** ,1895   **The Structure of Being and the Search for the Good** Dominic O'Meara,2024-10-28 The essays in this book discuss a number of the central metaphysical and ethical themes that engaged the minds of Platonist philosophers during late Antiquity and the early Middle Ages One particular theme is that of the structure of reality with the associated questions of the relations between soul and body and between intelligible and sensible reality and the existence of mathematical objects Other topics relate to evil and beauty political life and its purpose the philosophical search for the absolute Good and how one can speak about this Absolute and have union with it Going from Plato to Eriugena the ways in which Platonist philosophers understood and developed these themes are analysed and compared   **Modern Mathematics** Dirk De Bock,2023-03-08 The international New Math developments between about 1950 through 1980 are regarded by

many mathematics educators and education historians as the most historically important development in curricula of the twentieth century It attracted the attention of local and international politicians of teachers and of parents and influenced the teaching and learning of mathematics at all levels kindergarten to college graduate in many nations After garnering much initial support it began to attract criticism But as Bill Jacob and the late Jerry Becker show in Chapter 17 some of the effects became entrenched This volume edited by Professor Dirk De Bock of Belgium provides an outstanding overview of the New Math modern mathematics movement Chapter authors provide exceptionally high quality analyses of the rise of the movement and of subsequent developments within a range of nations The first few chapters show how the initial leadership came from mathematicians in European nations and in the United States of America The background leaders in Europe were Caleb Gattegno and members of a mysterious group of mainly French pure mathematicians who since the 1930s had published under the name of a fictitious Nicolas Bourbaki In the United States there emerged during the 1950s various attempts to improve U S mathematics curricula and teaching especially in secondary schools and colleges This side of the story climaxed in 1957 when the Soviet Union succeeded in launching Sputnik the first satellite Undoubtedly this is a landmark publication in education The foreword was written by Professor Bob Moon one of a few other scholars to have written on the New Math from an international perspective The final epilogue chapter by Professor Geert Vanpaemel a historian draws together the overall thrust of the volume and makes links with the general history of curriculum development especially in science education including recent globalization trends **Mathematics Education as a Research Domain: A Search for Identity** Anna Sierpinska,Jeremy Kilpatrick,2013-03-14 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   *Geometries Of Nature, Living Systems And Human Cognition: New Interactions Of Mathematics With Natural Sciences And Humanities* Luciano Boi,2005-11-02 The collection of papers forming this volume is intended to provide a deeper study of some mathematical and physical subjects which are at the core of recent developments in the natural and living sciences The book explores some far reaching interfaces where mathematics theoretical physics and natural sciences seem to interact profoundly The main goal is to show that an accomplished movement of geometrisation has enabled the discovery of a great variety of amazing structures and behaviors in physical reality and in living matter The diverse group of expert mathematicians physicists and natural scientists present numerous new results and original ideas methods and techniques Both academic and interdisciplinary the book investigates a number of important connections between mathematics theoretical physics and natural sciences including biology   *Imagine Math 7* Michele Emmer,Marco Abate,2020-10-07 Imagine mathematics imagine with the help of mathematics imagine new worlds new geometries new forms Imagine building mathematical models that make it possible to manage our world better imagine solving great problems imagine new problems never before thought of imagine combining music art poetry literature architecture theatre and cinema with mathematics Imagine the unpredictable and sometimes counterintuitive applications of mathematics in all areas of human endeavour This seventh volume starts with a homage to the Italian artist Mimmo Paladino who created exclusively for the Venice Conference 2019 ten original and unique works of art paper dedicated to the themes of the meeting A large section is dedicated to the most recent Fields Medals including a Homage to Maryam Mirzakhani including a presentation of the exhibition on soap bubbles in art and science that took place in 2019 A section is dedicated to cinema and theatre including the performances by Claire Bardainne Adrien Mondot A part of the conference focused on the community of mathematicians their role in literature and even in politics with the extraordinary example of Antanas Mockus Major of Bogot Mathematics in the constructions of bridges in particular in Italy in the Sixties was presented by Tullia Iori A very particular contribution on Origami by a mathematician Marco Abate and an artist Alessandro Beber And many other topics As usual the topics are treated in a way that is rigorous but captivating detailed and full of evocations This is an all embracing look at the world of mathematics and culture The world life culture everything has changed in a few weeks with the Coronavirus Culture science are the main ways to safeguard people s physical and social life Trust in humanity s creativity and ability The motto today in Italy is Everything will be fine This work is addressed to all those who have an interest in Mathematics

Approaches to Qualitative Research in Mathematics Education Angelika Bikner-Ahsbahs,Christine Knipping,Norma Presmeg,2014-11-26 This volume documents a range of qualitative research approaches emerged within mathematics education over the last three decades whilst at the same time revealing their underlying methodologies Continuing the discussion as begun in the two 2003 ZDM issues dedicated to qualitative empirical methods this book presents astate of the art overview on qualitative research in mathematics education and beyond The structure of the book allows the reader to use

it as an actual guide for the selection of an appropriate methodology on a basis of both theoretical depth and practical implications The methods and examples illustrate how different methodologies come to life when applied to a specific question in a specific context Many of the methodologies described are also applicable outside mathematics education but the examples provided are chosen so as to situate the approach in a mathematical context **Education for Mathematics in the Workplace** Annie Bessot,J. Ridgway,2000-12-31 This timely volume raises issues concerning the nature of school mathematics and mathematics at work and the challenges of teaching valuable mathematics in school and providing appropriate training for a variety of careers It offers lively commentaries on important hot topics transferring knowledge and skill across contexts authentic mathematics comparability of different types of assessment and analyses of research methods

Ibn al-Haytham and Analytical Mathematics Roshdi Rashed,2013-05-02 This volume provides a unique primary source on the history and philosophy of mathematics and the exact sciences in the mediaeval Arab world The second of five comprehensive volumes this book offers a detailed exploration of Arabic mathematics in the eleventh century as embodied in the legacy of the celebrated polymath al Hasan ibn al Haytham Extensive analyses and annotations from the eminent scholar Roshdi Rashed support a number of key Arabic texts from Ibn al Haytham s treatises in infinitesimal mathematics translated here into English for the first time Rashed shows how Ibn al Haytham s works demonstrate a remarkable mathematical competence in mathematical subjects like the quadrature of the circle and of lunes the calculation of the volumes of paraboloids the problem of isoperimetric plane figures and solid figures with equal surface areas along with the extraction of square and cubic roots The present text is complemented by the first volume of A History of Arabic Sciences and Mathematics which focused on founding figures and commentators in the ninth and tenth centuries Archimedean Apollonian mathematical School of Baghdad This constellation of works illustrates the historical and epistemological development of infinitesimal mathematics as it became clearly articulated in the oeuvre of Ibn al Haytham Contributing to a more informed and balanced understanding of the internal currents of the history of mathematics and the exact sciences in Islam and of its adaptive interpretation and assimilation in the European context this fundamental text will appeal to historians of ideas epistemologists and mathematicians at the most advanced levels of research **Canadiana** ,1987 **Representation and Productive Ambiguity in Mathematics and the Sciences** Emily R. Grosholz,Emily Grosholz,2007-08-30 Emily Grosholz offers an original investigation of demonstration in mathematics and science examining how it works and why it is persuasive Focusing on geometrical demonstration she shows the roles that representation and ambiguity play in mathematical discovery She presents a wide range of case studies in mechanics topology algebra logic and chemistry from ancient Greece to the present day but focusing particularly on the seventeenth and twentieth centuries She argues that reductive methods are effective not because they diminish but because they multiply and juxtapose modes of representation Such problem solving is she argues best understood in terms of Leibnizian analysis the search for conditions of intelligibility Discovery and

justification are then two aspects of one rational way of proceeding which produces the mathematician s formal experience Grosholz defends the importance of iconic as well as symbolic and indexical signs in mathematical representation and argues that pragmatic as well as syntactic and semantic considerations are indispensable for mathematical reasoning By taking a close look at the way results are presented on the page in mathematical and biological chemical and mechanical texts she shows that when two or more traditions combine in the service of problem solving notations and diagrams are sublty altered multiplied and juxtaposed and surrounded by prose in natural language which explains the novel combination Viewed this way the texts yield striking examples of language and notation that are irreducibly ambiguous and productive because they are ambiguous Grosholtz s arguments which invoke Descartes Locke Hume and Kant will be of considerable interest to philosophers and historians of mathematics and science and also have far reaching consequences for epistemology and philosophy of language   **The American Mathematical Monthly** ,1922 Includes section Recent publications

Research in Collegiate Mathematics Education VII Fernando Hitt,Derek Allan Holton,Patrick W. Thompson,2010-03-05 The present volume of Research in Collegiate Mathematics Education like previous volumes in this series reflects the importance of research in mathematics education at the collegiate level The editors in this series encourage communication between mathematicians and mathematics educators and as pointed out by the International Commission of Mathematics Instruction ICMI much more work is needed in concert with these two groups Indeed editors of RCME are aware of this need and the articles published in this series are in line with that goal Nine papers constitute this volume The first two examine problems students experience when converting a representation from one particular system of representations to another The next three papers investigate students learning about proofs In the next two papers the focus is instructor knowledge for teaching calculus The final two papers in the volume address the nature of conception in mathematics Whether they are specialists in education or mathematicians interested in finding out about the field readers will obtain new insights about teaching and learning and will take away ideas that they can use   **Necessary Knowledge** Leslie Smith,2017-12-06 Originally published in 1993 this monograph addresses a central problem in Piaget s work which is the temporal construction of necessary knowledge The main argument is that both normative and empirical issues are relevant to a minimally adequate account of the development of modal understanding This central argument embodies three main claims One claim is philosophical Although the concepts of knowledge and necessity are problematic there is sufficient agreement about their core elements due to the fundamental difference between truth value and modality Any account of human rationality has to respect this distinction The second claim is that this normative distinction is not always respected in psychological research on the origins of knowledge where emphasis is placed on the procedures and methods used to gain good empirical evidence An account of the initial acquisition of knowledge is not thereby an account of its legitimation in the human mind The third claim relates to epistemology Intellectual development is a process in which available knowledge is used in the construction

of better knowledge The monograph identifies features of a modal model of intellectual construction whereby some form of necessary knowledge is always used Intellectual development occurs as the reduction of modal errors through the differentiation and coordination of available forms of modal understanding Piaget s work continues to provide distinctive and intelligible answers to a substantive and outstanding problem

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