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# THE GROWTH OF MATHEMATICAL KNOWLEDGE

*Edited by Emily Grosholz and Herbert Breger*

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# Growth Of Mathematical Knowledge

**Helle Alrø, Ole Skovsmose**



## **Growth Of Mathematical Knowledge:**

**The Growth of Mathematical Knowledge** Emily Grosholz, Herbert Breger, 2013-04-17 Mathematics has stood as a bridge between the Humanities and the Sciences since the days of classical antiquity For Plato mathematics was evidence of Being in the midst of Becoming garden variety evidence apparent even to small children and the unphilosophical and therefore of the highest educational significance In the great central similes of The Republic it is the touchstone of intelligibility for discourse and in the Timaeus it provides in an oddly literal sense the framework of nature insuring the intelligibility of the material world For Descartes mathematical ideas had a clarity and distinctness akin to the idea of God as the fifth of the Meditations makes especially clear Cartesian mathematical constructions as well as objects envisioned by the soul in the Principles the work of the physicist who provides a quantified account of the machines of nature hovers between description and constitution For Kant mathematics reveals the possibility of universal and necessary knowledge that is neither the logical unpacking of concepts nor the record of perceptual experience In the Critique of Pure Reason mathematics is one of the transcendental instruments the human mind uses to apprehend nature and by apprehending to construct it under the universal and necessary laws of Newtonian mechanics *Mathematical Knowledge: Its Growth Through Teaching* Alan Bishop, Stieg Mellin-Olsen, Joop van Dormolen, 2013-11-27 In the first BACOMET volume different perspectives on issues concerning teacher education in mathematics were presented B Christiansen A G Howson and M Otte Perspectives on Mathematics Education Reidel Dordrecht 1986 Underlying all of them was the fundamental problem area of the relationships between mathematical knowledge and the teaching and learning processes The subsequent project BACOMET 2 whose outcomes are presented in this book continued this work especially by focusing on the genesis of mathematical knowledge in the classroom The book developed over the period 1985-9 through several meetings much discussion and considerable writing and redrafting Our major concern was to try to analyse what we considered to be the most significant aspects of the relationships in order to enable mathematics educators to be better able to handle the kinds of complex issues facing all mathematics educators as we approach the end of the twentieth century With access to mathematics education widening all the time with a multitude of new materials and resources being available each year with complex cultural and social interactions creating a fluctuating context of education with all manner of technology becoming more and more significant and with both informal education through media of different kinds and non formal education courses of training etc growing apace the nature of formal mathematical education is increasingly needing analysis

**Unification and Growth of Mathematical Knowledge** Emily R. Grosholz, 1978 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.

### **The Nature of Mathematical Knowledge**

Philip Kitcher, 1984. This book argues against the view that mathematical knowledge is a priori, contending that mathematics is an empirical science and develops historically just as natural sciences do. Kitcher presents a complete, systematic and richly detailed account of the nature of mathematical knowledge and its historical development, focusing on such neglected issues as how and why mathematical language changes, why certain questions assume overriding importance, and how standards of proof are modified.

### The Oxford Handbook of Generality in Mathematics and the Sciences

Karine Chemla, Renaud Chorlay, David Rabouin, 2016. This collection of original essays aims to inquire into the diversity of Generality. Through case studies taken from the history of mathematics, physics and the life sciences, the book provides evidence of different ways of understanding the general in various contexts.

### *The Origins of Mathematical Knowledge in Childhood*

Catherine Sophian, 2017-09-25. This book examines the origins and development of children's mathematical knowledge. It contrasts the widely held view that counting is the starting point for mathematical development with an alternative comparison of quantities position. According to the comparison of quantities position, the concept of number builds upon more basic concepts of equality, inequality, and less than and greater than relations, which derive from comparisons between unenumerated quantities such as lengths. The concept of number combines these basic comparative concepts with the concept of a unit of measure, which allows one quantity to be described as a multiple of another. Sophian examines these alternative accounts of children's developing mathematical knowledge in the light of research on children's counting, on their reasoning about continuous quantities such as length and area, on the development of the concept of unit, on additive and multiplicative reasoning, and on knowledge about fractions. In the closing chapters, Sophian draws out the developmental and the educational implications of the research and theory presented. Developmentally, the comparison of quantities position undermines the idea that numerical knowledge develops through domain-specific learning mechanisms, in that it links numerical development both to physical knowledge about objects, which is the starting point for the concept of unit, and to the acquisition of linguistic number terms. Instructionally, the comparison of quantities perspective diverges from the counting first perspective in that it underscores the continuity between whole number arithmetic and fraction learning, that stems from the importance of the concept of unit for both. Building on this idea, Sophian advances three instructional recommendations: First, instruction about numbers should always be grounded in thinking about quantities and how numbers represent the relations between them; second, instruction in the early years should always be guided by a long-term perspective in which current objectives are shaped by an understanding of their role in the overall course of mathematics learning; and third,

instruction should be directly toward promoting the acquisition of the most general mathematical knowledge possible The Origins of Mathematical Knowledge in Childhood is intended for researchers professionals and graduate students in developmental psychology educational psychology and mathematics education and as a supplementary text for advanced undergraduate courses in cognitive development educational psychology and mathematics education

**Mathematical Knowledge Management** Andrea Asperti,Grzegorz Bancerek,Andrzej Trybulec,2004-09-08 The International Conference on Mathematical Knowledge Management has now reached its third edition creating and establishing an original and stimulating scientific community transversal to many different fields and research topics The broad goal of MKM is the exploration of innovative semantically enriched digital encodings of mathematical information and the study of new services and tools exploiting the machine understandable nature of the information MKM is naturally located in the border area between digital libraries and the mechanization of mathematics devoting a particular interest to the new developments in information technology and fostering their application to the realm of mathematical information The conference is meant to be a forum for presenting discussing and comparing new tools and systems standardization efforts critical surveys large experiments and case studies At present we are still getting to know each other to understand the work done by other people and the potentialities offered by their work to our own research activity However the conference is rapidly acquiring scientific strength and academic interest attracting more and more people and research groups and offering a challenging alternative to older more conservative conferences July 2004 Andrea Asperti Grzegorz Bancerek Andrzej Trybulec Organization MKM 2004 was organized by the Institute of Computer Science University of Bialystok in co operation with the Faculty of Computer Science Bialystok Technical University and the Association of Mizar Users Program Committee Andrzej Trybulec Chair University of Bialystok Poland Andrew A Adams University of Reading UK Andrea Asperti University of Bologna Italy Bruno Buchberger RISC Linz Austria Roy McCasland University of Edinburgh UK James Davenport University of Bath UK William M

**New Directions in the Philosophy of Mathematics** Thomas Tymoczko,1998-02 The traditional debate among philosophers of mathematics is whether there is an external mathematical reality something out there to be discovered or whether mathematics is the product of the human mind This provocative book now available in a revised and expanded paperback edition goes beyond foundationalist questions to offer what has been called a postmodern assessment of the philosophy of mathematics one that addresses issues of theoretical importance in terms of mathematical experience By bringing together essays of leading philosophers mathematicians logicians and computer scientists Thomas Tymoczko reveals an evolving effort to account for the nature of mathematics in relation to other human activities These accounts include such topics as the history of mathematics as a field of study predictions about how computers will influence the future organization of mathematics and what processes a proof undergoes before it reaches publishable form This expanded edition now contains essays by Penelope Maddy Michael D Resnik and William P Thurston that address the nature of mathematical

proofs The editor has provided a new afterword and a supplemental bibliography of recent work Middle Grade Teachers' Mathematical Knowledge and Its Relationship to Instruction Judith Sowder, Randolph A. Philipp, Barbara E. Armstrong, Bonnie P. Schappelle, 1998-07-16 The outcome of a two year investigation this book shows how teachers understanding of the mathematics of number quantity and proportion influences how they teach and what their students learn of the concepts skills and reasoning associated with this mathematical domain of knowledge It grew out of the recognition of the need to understand the complexities of helping teachers reconceptualize the mathematics they teach and the resulting effects in their classrooms The book includes case studies of five teachers from different types of school settings illustrating changes in the teachers teaching methods expectations of students and beliefs about the role of professional development

*Understanding primary school teachers' mathematical knowledge for teaching* Yasmin Sitabkhan, Aida Alikova, Nurgul Toktogulova, Adema Zholdosbekova, Wendi Ralaingita, Jonathan Stern, 2025-05-13 We present the results from an exploratory study that aimed to measure teachers specialized knowledge in early mathematics during a pilot of an educational intervention using the Foundational Mathematical Knowledge for Teaching FMKT survey The survey was administered to 323 teachers in the Kyrgyz Republic in 2021 We delve into survey results at two timepoints pre and post intervention to showcase the areas in which the intervention was successful and identify ongoing challenges in teacher knowledge We found that the FMKT provided detailed specific information on teacher learning and is an example of one way to center teacher knowledge in an instructional intervention **Handbook of Cognitive Mathematics** Marcel Danesi, 2022-10-31 Cognitive mathematics provides insights into how mathematics works inside the brain and how it is interconnected with other faculties through so called blending and other associative processes This handbook is the first large collection of various aspects of cognitive mathematics to be amassed into a single title covering decades of connection between mathematics and other figurative processes as they manifest themselves in language art and even algorithms It will be of use to anyone working in math cognition and education with each section of the handbook edited by an international leader in that field

**Handbook of International Research in Mathematics Education** Lyn D. English, David Kirshner, 2010-04-02 This book brings together mathematics education research that makes a difference in both theory and practice research that anticipates problems and needed knowledge before they become impediments to progress Increasing Teachers' Mathematical Knowledge Growth in Practice Model Versus Training Model Allison Armstrong, 2003 **The Philosophy of Mathematics Today** Matthias Schirn, 2003 Representing the state of the art in the field of the philosophy of mathematics this collection of 20 essays deals with fundamental issues ranging from the nature of mathematical knowledge to sets and natural number **Selected Writings from the Journal of the Saskatchewan Mathematics Teachers' Society** Egan J Chernoff, Bharath Sriraman, Gale L. Russell, 2019-07-01 The teaching and learning of mathematics in Saskatchewan one of three Canadian provinces sharing a border with Montana has a long and storied history An integral part of the past 50 years

1961 2011 of history has been vinculum Journal of the Saskatchewan Mathematics Teachers Society in its many different renditions This monograph which presents ten memorable articles from each of the past five decades i e 50 articles from the past 50 years of the journal provides an opportunity to share this rich history with a wide range of individuals interested in the teaching and learning of mathematics and mathematics education Each decade begins with an introduction providing a historical context and concludes with a decade specific commentary by a prominent member of the Saskatchewan mathematics education community As a result this monograph provides a historical account as well as a contemporary view of many of the trends and issues e g curriculum technology in the teaching and learning of mathematics This book is meant to serve as a resource for a variety of individuals including teachers of mathematics mathematics teacher educators mathematics education researchers historians and undergraduate and graduate students and further as a celebratory retrospective on the work of the Saskatchewan Mathematics Teachers Society **Mathematics Teacher Education** A.J.

Dawson, Barbara Jaworski, Terry Wood, 2003-09-02 Currently there is substantial exchange and communication between academic communities around the world as researchers endeavour to discover why so many children fail at a subject that society deems crucial for future economic survival This book charts current thinking and trends in teacher education around the world and looks critically at the inservice education of maths teachers The contributors explore the processes practices and issues in teacher education projects in ten countries and these are then discussed and related to current philosophies of teacher education The book provides an insight into the successes and shortcomings of many different approaches to maths education **Dialogue and Learning in Mathematics Education** Helle Alrø, Ole Skovsmose, 2002 Dialogue and Learning in Mathematics Education is concerned with communication in mathematics class rooms In a series of empirical studies of project work we follow students inquiry cooperation as well as students obstructions to inquiry cooperation Both are considered important for a theory of learning mathematics Special attention is paid to the notions of dialogue and critique A central idea is that dialogue supports critical learning of mathematics The link between dialogue and critique is developed further by including the notions of intention and reflection Thus a theory of learning mathematics is developed which is resonant with critical mathematics education

Modeling in Physics and Math's Education. The materials of Russian-German Seminar in Moscow - Cologne Дмитрий Исаев, 2018-09-10 The collection includes materials of the Russian German seminar which took place from September 28 to October 8 2013 in Moscow Russia at the Faculty of Physics and Information Technologies of Moscow State Pedagogical University and from November 27 to December 5 2013 in Cologne Germany at the Mathematical Institute of University of Cologne **The Math Teachers Know** Brent Davis, Moshe Renert, 2013-07-18 What sorts of mathematics competencies must teachers have in order to teach the discipline well This book offers a novel take on the question Most research is focused on explicit knowledge that is on the sorts of insights that might be specified catalogued taught and tested In contrast this book focuses on the tacit dimensions of teachers

mathematics knowledge that precede and enable their competencies with formal mathematics It highlights the complexity of this knowledge and offers strategies to uncover it analyze it and re synthesize it in ways that will make it more available for teaching Emerging from 10 years of collaborative inquiry with practicing teachers it is simultaneously informed by the most recent research and anchored to the realities of teachers lives in classrooms



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