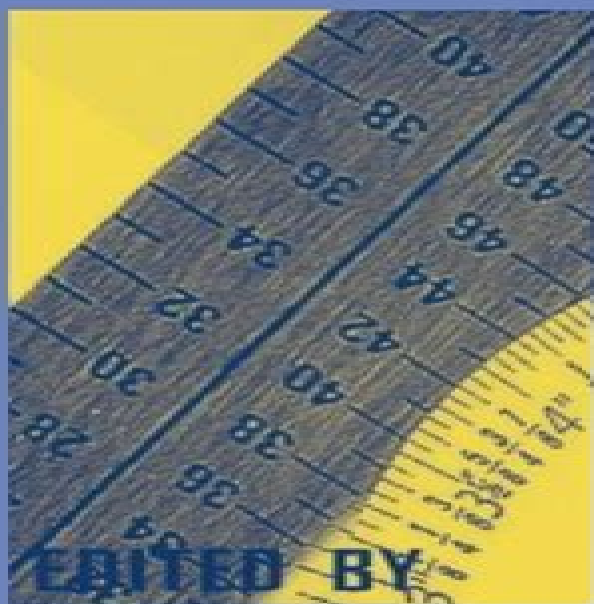


MATHEMATICAL ANALOGIES, METAPHORS, AND IMAGES REASONING



LYN D. ENGLISH

Mathematical Reasoning Analogies Metaphors And Images

Angel Gutiérrez, Paolo Boero



Mathematical Reasoning Analogies Metaphors And Images:

Mathematical Reasoning Lyn D. English, 2013-04-03 How we reason with mathematical ideas continues to be a fascinating and challenging topic of research particularly with the rapid and diverse developments in the field of cognitive science that have taken place in recent years Because it draws on multiple disciplines including psychology philosophy computer science linguistics and anthropology cognitive science provides rich scope for addressing issues that are at the core of mathematical learning Drawing upon the interdisciplinary nature of cognitive science this book presents a broadened perspective on mathematics and mathematical reasoning It represents a move away from the traditional notion of reasoning as abstract and disembodied to the contemporary view that it is embodied and imaginative From this perspective mathematical reasoning involves reasoning with structures that emerge from our bodily experiences as we interact with the environment these structures extend beyond finitary propositional representations Mathematical reasoning is imaginative in the sense that it utilizes a number of powerful illuminating devices that structure these concrete experiences and transform them into models for abstract thought These thinking tools analogy metaphor metonymy and imagery play an important role in mathematical reasoning as the chapters in this book demonstrate yet their potential for enhancing learning in the domain has received little recognition This book is an attempt to fill this void Drawing upon backgrounds in mathematics education educational psychology philosophy linguistics and cognitive science the chapter authors provide a rich and comprehensive analysis of mathematical reasoning New and exciting perspectives are presented on the nature of mathematics e g mind based mathematics on the array of powerful cognitive tools for reasoning e g analogy and metaphor and on the different ways these tools can facilitate mathematical reasoning Examples are drawn from the reasoning of the preschool child to that of the adult learner

Mathematical and Analogical Reasoning of Young Learners Lyn D. English, 2004-07-19 Mathematical and Analogical Reasoning of Young Learners provides foundational knowledge of the nature development and assessment of mathematical and analogical reasoning in young children Reasoning is fundamental to understanding mathematics and is identified as one of the 10 key standards for school mathematics for the new millennium The book draws on longitudinal and cross cultural studies conducted in the United States and Australia of children s reasoning development as they progressed from preschool through the end of second grade The multifaceted analysis of young children s development of mathematical and analogical reasoning focuses on individual learners their learning environments and the interaction between the two The multidisciplinary team of authors present multiple perspectives and multiple methodologies and provide valuable information on organizing and sustaining interdisciplinary and cross cultural inquiry Key issues addressed include the relationship between mathematical and analogical reasoning how changes in children s reasoning relate to the implicit instruction they receive in their classrooms analyses of the participating teachers knowledge beliefs and practices with respect to mathematical and analogical reasoning of young learners and ways in which we might promote

development of mathematical and analogical reasoning in young children This volume is highly relevant for mathematics educators researchers in mathematics education educational psychologists early childhood teachers and others interested in mathematical development of young children in particular the development of their reasoning processes **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 Surfaces and Essences Douglas R Hofstadter, Emmanuel Sander, 2013-04-23 Analogy is the core of all thinking This is the simple but unorthodox premise that Pulitzer Prize winning author Douglas Hofstadter and French psychologist Emmanuel Sander defend in their new work Hofstadter has been grappling with the mysteries of human thought for over thirty years Now with his trademark wit and special talent for making complex ideas vivid he has partnered with Sander to put forth a highly novel perspective on cognition We are constantly faced with a swirling and intermingling multitude of ill defined situations Our brain's job is to try to make sense of this unpredictable swarming chaos of stimuli How does it do so The ceaseless hail of input triggers analogies galore helping us to pinpoint the essence of what is going on Often this means the spontaneous evocation of words sometimes idioms sometimes the triggering of nameless long buried memories Why did two year old Camille proudly exclaim I undressed the banana Why do people who hear a story often blurt out Exactly the same thing happened to me when it was a completely different event How do we recognize an aggressive driver from a split second glance in our rearview mirror What in a friend's remark triggers the offhand reply That's just sour grapes What did Albert Einstein see that made him suspect that light consists of particles when a century of research had driven the final nail in the coffin of that long dead idea The answer to all these questions of course is analogy making the meat and potatoes the heart and soul the fuel and fire the gist

and the crux the lifeblood and the wellsprings of thought Analogy making far from happening at rare intervals occurs at all moments defining thinking from top to toe from the tiniest and most fleeting thoughts to the most creative scientific insights Like G Escher Bach before it Surfaces and Essences will profoundly enrich our understanding of our own minds By plunging the reader into an extraordinary variety of colorful situations involving language thought and memory by revealing bit by bit the constantly churning cognitive mechanisms normally completely hidden from view and by discovering in them one central invariant core the incessant unconscious quest for strong analogical links to past experiences this book puts forth a radical and deeply surprising new vision of the act of thinking

Liquid Sociology Mark Davis, 2016-05-13 Zygmunt Bauman's liquid sociology confronts the awesome task of reminding individual men and women that an alternative way of living together is within our eminent capabilities if only we start to think differently about our world The metaphor of liquidity which has become such a prominent feature of his writings since 2000 provides us with just such a new interpretation with a novel way of seeing Each chapter in this unique collection takes seriously Bauman's analysis of modernity as liquid throwing new light upon global social problems as well as opening up a space for assessing the nature of Bauman's contribution to sociology and for understanding what may be gained and lost by embracing an artistic sensibility within the social sciences With contributions from internationally renowned scholars this book will appeal to all those interested in Bauman's work especially within sociology social political and cultural theory and to anyone curious about the value of metaphor in interpreting the social world

Learning and Teaching Mathematics in The Global Village Marcel Danesi, 2016-04-29 This book provides a fundamental reassessment of mathematics education in the digital era It constitutes a new mindset of how information and knowledge are processed by introducing new interconnective and interactive pedagogical approaches Math education is catching up on technology as courses and materials use digital sources and resources more and more The time has come to evaluate this new dynamic which transcends all previous use of ancillary devices to supplement classroom math instruction Interactivity and interconnectivity with the online world of math and math texts such as television programs and internet sites can be integrated with our traditional modes for delivery of math instruction This book looks at how this integration can unfold practically by applying these relevant pedagogical principles to elementary topics such as numeration arithmetic algebra story problems combinatorics and basic probability theory The book further exemplifies how mathematics can be connected to topics in popular culture information technologies and other such domains

Mediated Learning and Cognitive Modifiability David Tzuriel, 2021-09-07 This book portrays an extensive and intensive discussion of theories and research that refer to Vygotsky's and Feuerstein's theories of mediated learning and their effects on learning potential and cognitive modifiability Most topics are discussed in relation to a broad spectrum of developmental and cognitive research that are under the conceptual umbrella of mediated learning and cognitive modifiability Some topics such as neural plasticity executive functions mental rotation and cognitive education are related to mediated learning though indirectly and therefore

are included in this book In many ways the book presents an extension of Vygotsky and Feuerstein s theories and empirical validation in a variety of family social and cultural contexts The book includes a thorough analysis and summary of 50 years of research and methodology of the intimate relation between mediated learning interactions and cognitive modifiability and of dynamic assessment underlying measurement of cognitive modifiability Special emphasis is given to Tzuriel s dynamic assessment instruments developed during more than four decades Tzuriel s novel instruments are interwoven in the extensive research on parent child interactions siblings teachers and peers mediation and in validation of dynamic assessment approach and cognitive education programs aimed at development of thinking skills and academic achievements

Problem Solving S. Ian Robertson,2003-09-02 Problem solving is an integral part of everyday life yet few books are dedicated to this important aspect of human cognition In each case the problem such as solving a crossword or writing an essay has a goal In this comprehensive and timely textbook the author discusses the psychological processes underlying such goal directed problem solving and examines both how we learn from experience of problem solving and how our learning transfers or often fails to transfer from one situation to another Following initial coverage of the methods we use to solve unfamiliar problems the book goes on to examine the psychological processes involved in novice problem solving before progressing to the methods and processes used by skilled problem solvers or experts Topics covered include how we generate a useful representation of a problem as a starting point general problem solving strategies we use in unfamiliar situations possible processes involved in insight or lateral thinking the nature of problem similarity and the role of analogies in problem solving understanding and learning from textbooks and how we develop expertise through the learning of specific problem solving skills Clear up to date and accessible Problem Solving will be of interest to undergraduates and postgraduates in cognitive psychology cognitive science and educational psychology The focus on the practical transfer of learning through problem solving will also make it of relevance to educationalists and business psychologists **Handbook**

of Research on the Psychology of Mathematics Education Angel Gutiérrez,Paolo Boero,2006 Compilation of the research produced by the International Group for the Psychology of Mathematics Education PME since its creation in 1976 The first three sections summarize cognitively oriented research on learning and teaching specific content areas transversal areas and based on technology rich environments The fourth section is devoted to the research on social affective cultural and cognitive aspects of mathematics education The fifth section includes two chapters summarizing the PME research on teacher training and professional life of mathematics teachers Proof in Mathematics Education David A. Reid,Christine Knipping,2010-01-01 Research on teaching and learning proof and proving has expanded in recent decades This reflects the growth of mathematics education research in general but also an increased emphasis on proof in mathematics education This development is a welcome one for those interested in the topic but also poses a challenge especially to teachers and new scholars It has become more and more difficult to get an overview of the field and to identify the key concepts used in

research on proof and proving What Use is Sociology? Zygmunt Bauman, Michael Hviid Jacobsen, Keith Tester, 2016-03-21
What is the use of sociology? The question has been asked often enough and it leaves a lingering doubt in the minds of many. At a time when there is widespread scepticism about the value of sociology and of the social sciences generally, this short book by one of the world's leading thinkers offers a passionate, engaging and important statement of the need for sociology. In a series of conversations with Michael Hviid Jacobsen and Keith Tester, Zygmunt Bauman explains why sociology is necessary if we hope to live fully human lives. But the kind of sociology he advocates is one which sees use as more than economic success and knowledge as more than the generation of facts. Bauman makes a powerful case for the practice of sociology as an ongoing dialogue with human experience and in so doing he issues a call for us all to start questioning the common sense of our everyday lives. He also offers the clearest statement yet of the principles which inform his own work, reflecting on his life and career and on the role of sociology in our contemporary liquid modern world. This book stands as a testimony to Bauman's belief in the enduring relevance of sociology. But it is also a call to us all to start questioning the world in which we live and to transform ourselves from being the victims of circumstance into the makers of our own history. For that, at the end of the day, is the use of sociology. **Foundations for the Future in Mathematics Education** Richard A. Lesh, Eric

Hamilton, James J. Kaput, 2020-10-07
The central question addressed in *Foundations for the Future in Mathematics Education* is this: What kind of understandings and abilities should be emphasized to decrease mismatches between the narrow band of mathematical understandings and abilities that are emphasized in mathematics classrooms and tests and those that are needed for success beyond school in the 21st century? This is an urgent question. In fields ranging from aeronautical engineering to agriculture and from biotechnologies to business administration, outside advisors to future-oriented university programs increasingly emphasize the fact that beyond school the nature of problem-solving activities has changed dramatically during the past twenty years as powerful tools for computation, conceptualization and communication have led to fundamental changes in the levels and types of mathematical understandings and abilities that are needed for success in such fields. For K-12 students and teachers, questions about the changing nature of mathematics and mathematical thinking beyond school might be rephrased to ask: If the goal is to create a mathematics curriculum that will be adequate to prepare students for informed citizenship as well as preparing them for career opportunities in learning organizations in knowledge economies in an age of increasing globalization, how should traditional conceptions of the 3Rs be extended or reconceived? Overall, this book suggests that it is not enough to simply make incremental changes in the existing curriculum whose traditions developed out of the needs of industrial societies. The authors, beyond simply stating conclusions from their research, use results from it to describe promising directions for a research agenda related to this question. The volume is organized in three sections. Part I focuses on naturalistic observations aimed at clarifying what kind of mathematical thinking people really do when they are engaged in real-life problem-solving or decision-making situations beyond school. Part II shifts

attention toward changes that have occurred in kinds of elementary but powerful mathematical concepts topics and tools that have evolved recently and that could replace past notions of basics by providing new foundations for the future This section also initiates discussions about what it means to understand the preceding ideas and abilities Part III extends these discussions about meaning and understanding and emphasizes teaching experiments aimed at investigating how instructional activities can be designed to facilitate the development of the preceding ideas and abilities Foundations for the Future in Mathematics Education is an essential reference for researchers curriculum developers assessment experts and teacher educators across the fields of mathematics and science education **Learning Discourse** C. Kieran,Ellice Ann

Forman,Anna Sfard,2007-05-08 The authors of this volume claim that mathematics can be usefully re conceptualized as a special form of communication As a result the familiar discussion of mental schemes misconceptions and cognitive conflict is transformed into a consideration of activity patterns of interaction and communication failure By equating thinking with communicating the discursive approach also deconstructs the problematic dichotomy between individual and social research perspectives Although each author applies his or her own analyses to the discourse generated by students and teachers grappling with mathematical problems their joint aim is to put discursive research into the limelight and to spur thinking about its nature and its possible advantages and pitfalls This volume is therefore addressed both to those interested in specific questions regarding classroom communication and to those who are looking for a general conceptual lens with which to tackle the complexity of mathematical teaching and learning Enhancing Mathematics Understanding through

Visualization: The Role of Dynamical Software Habre, Samer,2013-05-31 Mathematics is by its very nature an abstract discipline However many students learn best by thinking in terms of tangible constructs Enhancing Mathematics Understanding through Visualization The Role of Dynamical Software brings these conflicting viewpoints together by offering visual representations as a method of mathematics instruction The book explores the role of technology in providing access to multiple representations of concepts using software applications to create a rich environment in which a student s understanding of mathematical concepts can flourish Both students and instructors of mathematics at the university level will use this book to implement various novel techniques for the delivery of mathematical concepts in their classrooms This book is part of the Research Essential collection **Foundations of Geometric Cognition** Mateusz Hohol,2019-09-12 The

cognitive foundations of geometry have puzzled academics for a long time and even today are mostly unknown to many scholars including mathematical cognition researchers Foundations of Geometric Cognition shows that basic geometric skills are deeply hardwired in the visuospatial cognitive capacities of our brains namely spatial navigation and object recognition These capacities shared with non human animals and appearing in early stages of the human ontogeny cannot however fully explain a uniquely human form of geometric cognition In the book Hohol argues that Euclidean geometry would not be possible without the human capacity to create and use abstract concepts demonstrating how language and diagrams provide

cognitive scaffolding for abstract geometric thinking within a context of a Euclidean system of thought Taking an interdisciplinary approach and drawing on research from diverse fields including psychology cognitive science and mathematics this book is a must read for cognitive psychologists and cognitive scientists of mathematics alongside anyone interested in mathematical education or the philosophical and historical aspects of geometry Learning and Teaching Early Math Douglas H. Clements, Julie Sarama, 2009-04-01 In this important new book for pre and in service teachers early math experts Douglas Clements and Julie Sarama show how learning trajectories help teachers become more effective professionals By opening up new windows to seeing young children and the inherent delight and curiosity behind their mathematical reasoning learning trajectories ultimately make teaching more joyous They help teachers understand the varying level of knowledge and thinking of their classes and the individuals within them as key in serving the needs of all children In straightforward no nonsense language this book summarizes what is known about how children learn mathematics and how to build on what they know to realize more effective teaching practice It will help teachers understand the learning trajectories of early mathematics and become quintessential professionals *Intercultural Horizons Volume III* Lavinia Bracci, Nevin C. Brown, Eliza J. Nash, 2015-10-05 This volume brings together a representative set of the papers given at the third annual Intercultural Horizons conference held in Siena Italy in October 2013 The conference attracted presenters and attendees from a variety of nations throughout five continents The papers included in this volume are drawn from a series of conference sessions in which academicians and practitioners in the field offered theoretical analyses case studies and other perspectives on intercultural studies civic engagement and related topics The volume is divided into four sections Theoretical Considerations of Intercultural Competence and Interculturalism Intercultural Development and Assessment Practical Examples and Research Civic Engagement in International and Culturally Diverse Contexts and Intercultural Education and Training The reader will find that most of the papers address a variety of intercultural topics beyond their specific chapter designations In particular the theme of second language acquisition education and use was an overarching theme that emerged from a large number of papers and presentations specifically with regards to the complexities now faced by intercultural educators and researchers as a result of the increasing dominance of English as a lingua franca both in academe and many nations **Handbook of Cognitive Science** Paco Calvo, Antoni Gomila, 2008-08-15 The Handbook of Cognitive Science provides an overview of recent developments in cognition research relying upon non classical approaches Cognition is explained as the continuous interplay between brain body and environment without relying on classical notions of computations and representation to explain cognition The handbook serves as a valuable companion for readers interested in foundational aspects of cognitive science and neuroscience and the philosophy of mind The handbook begins with an introduction to embodied cognitive science and then breaks up the chapters into separate sections on conceptual issues formal approaches embodiment in perception and action embodiment from an artificial perspective embodied meaning and

emotion and consciousness Contributors to the book represent research overviews from around the globe including the US UK Spain Germany Switzerland France Sweden and the Netherlands *Diagrammatic Representation and Inference* Mary Hegarty, Bernd Meyer, N. Hari Narayanan, 2003-08-01 This book constitutes the refereed proceedings of the Second International Conference Diagrams 2002 held in Callaway Gardens Georgia USA in April 2002 The 21 revised full papers and 19 posters presented were carefully reviewed and selected from 77 submissions The papers are organized in topical sections on understanding and communicating with diagrams diagrams in mathematics computational aspects of diagrammatic representation and reasoning logic and diagrams diagrams in human computer interaction tracing the process of diagrammatic reasoning visualizing information with diagrams diagrams and software engineering and cognitive aspects

Metaphor in Cognitive Linguistics Raymond W. Gibbs, Gerard Steen, 1999-01-01 This book contains a selection of refereed and revised papers originally presented at the 5th ICLC After an introduction by the editors the book opens with a long needed chapter on historical precedents for the Cognitive Linguistic theory of metaphor Two chapters demonstrate the method of lexical analysis of linguistic metaphors and how it can be fruitfully applied to a characterization of the conceptual domains of smell and economics Three chapters deal with theoretical aspects of conceptual metaphor one of which is a commissioned chapter on the relation between conceptual metaphor theory and conceptual blending Finally there are five chapters presenting novel theoretical issues and empirical findings about the relation between conceptual metaphor and culture This book is hence a wide ranging sample of current approaches to metaphor in Cognitive Linguistics with some chapters breaking new grounds for future research

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