

Mathematical Reasoning and Heuristics

C. Cellucci & D. Gillies Editors

Mathematical Reasoning And Heuristics

**Oon Seng Tan, Ee Ling Low, Eng Guan
Tay, Yaw Kai Yan**

Mathematical Reasoning And Heuristics:

Mathematical Reasoning and Heuristics Carlo Cellucci, Donald Gillies, 2005 This volume is a collection of papers on philosophy of mathematics which deal with a series of questions quite different from those which occupied the minds of the proponents of the three classic schools logicism formalism and intuitionism The questions of the volume are not to do with justification in the traditional sense but with a variety of other topics Some are concerned with discovery and the growth of mathematics How does the semantics of mathematics change as the subject develops What heuristics are involved in mathematical discovery and do such heuristics constitute a logic of mathematical discovery What new problems have been introduced by the development of mathematics since the 1930s Other questions are concerned with the applications of mathematics both to physics and to the new field of computer science Then there is the new question of whether the axiomatic method is really so essential to mathematics as is often supposed and the question which goes back to Wittgenstein of the sense in which mathematical proofs are compelling Taking these questions together they give part of an emerging agenda which is likely to carry philosophy of mathematics forward into the twenty first century

Effective Mathematics Lessons Through An Eclectic Singapore Approach: Yearbook 2015, Association Of Mathematics Educators Khoon Yoong Wong, 2015-05-21 With this seventh volume as part of the series of yearbooks by the Association of Mathematics Educators in Singapore we aim to provide a range of learning experiences and teaching strategies that mathematics teachers can judiciously select and adapt in order to deliver effective lessons to their students at the primary to secondary level Our ultimate goal is to develop successful problem solvers who are able to understand concepts master fundamental skills reason logically apply mathematics enjoy learning and strategise their thinking These qualities will prepare students for life long learning and careers in the 21st century The materials covered are derived from psychological theories education praxis research findings and mathematics discourse mediated by the author s professional experiences in mathematics education in four countries over the past four decades They are organised into ten chapters aligned with the Singapore mathematics curriculum framework to help teachers and educators from Singapore and other countries deepen their understanding about the so called Singapore Maths The book strikes a balance between mathematical rigour and pedagogical diversity without rigid adherence to either This is relevant to the current discussion about the relative roles of mathematics content knowledge and pedagogical content knowledge in effective teaching It also encourages teachers to develop their own philosophy and teaching styles so that their lessons are effective efficient and enjoyable to teach

The Philosophy of Mathematical Practice Paolo Mancosu, 2008-06-19 There is an urgent need in philosophy of mathematics for new approaches which pay closer attention to mathematical practice This book will blaze the trail it offers philosophical analyses of important characteristics of contemporary mathematics and of many aspects of mathematical activity which escape purely formal logical treatment

The Mathematics Enthusiast Bharath Sriraman, 2015-10-01 The Mathematics Enthusiast TME is an

eclectic internationally circulated peer reviewed journal which focuses on mathematics content mathematics education research innovation interdisciplinary issues and pedagogy The journal exists as an independent entity It is published on a print on demand basis by Information Age Publishing and the electronic version is hosted by the Department of Mathematical Sciences University of Montana The journal is not affiliated to nor subsidized by any professional organizations but supports PMENA Psychology of Mathematics Education North America through special issues on various research topics

From a Heuristic Point of View Cesare Cozzo, Emiliano Ippoliti, 2014-07-03 How do we get new knowledge Following the maverick tradition in the philosophy of science Carlo Cellucci gradually came to the conclusion that logic can only fulfill its role in mathematics science and philosophy if it helps us to answer this question He argues that mathematical logic is inadequate and that we need a new logic framed in a naturalistic conception of knowledge and philosophy the heuristic conception This path from logic to a naturalistic conception of knowledge and philosophy explains the title From a Heuristic Point of View which recalls the celebrated collection of essays From a Logical Point of View by Willard Van Orman Quine the father of modern naturalized epistemology The word heuristic points to Cellucci s favorite theme and the main difference between him and Quine the emphasis on discovery and building a logic for generating new knowledge This book is a collection of essays from leading figures in this field who discuss criticize or expand on the main topics in Cellucci s work dealing with some of the most challenging questions in logic science and philosophy

Common Sense, Reasoning, & Rationality Renée Elio, 2002 While common sense and rationality have often been viewed as two distinct features in a unified cognitive map this volume engages with this notion and comes up with novel and often paradoxical views of this relationship

Studying Virtual Math Teams Gerry Stahl, 2010-05-03 *Studying Virtual Math Teams* centers on detailed empirical studies of how students in small online groups make sense of math issues and how they solve problems by making meaning together These studies are woven together with materials that describe the online environment and pedagogical orientation as well as reflections on the theoretical implications of the findings in the studies The nature of group cognition and shared meaning making in collaborative learning is a foundational research issue in CSCL More generally the theme of sense making is a central topic in information science While many authors allude to these topics few have provided this kind of detailed analysis of the mechanisms of intersubjective meaning making This book presents a coherent research agenda that has been pursued by the author and his research group The book opens with descriptions of the project and its methodology as well as situating this research in the past and present context of the CSCL research field The core research team then presents five concrete analyses of group interactions in different phases of the Virtual Math Teams research project These chapters are followed by several studies by international collaborators discussing the group discourse the software affordances and alternative representations of the interaction all using data from the VMT project The concluding chapters address implications for the theory of group cognition and for the methodology of the learning sciences In addition to substantial introductory and

concluding chapters this important new book includes analyses based upon the author's previous research thereby providing smooth continuity and an engaging flow that follows the progression of the research The VMT project has dual goals a to provide a source of experience and data for practical and theoretical explorations of group knowledge building and b to develop an effective online environment and educational service for collaborative learning of mathematics Studying Virtual Math Teams reflects these twin orientations reviewing the intertwined aims and development of a rigorous science of small group cognition and a Web 2.0 educational math service It documents the kinds of interactional methods that small groups use to explore math issues and provides a glimpse into the potential of online interaction to promote productive math discourse

Imre Lakatos and the Guises of Reason John Kadvany, 2001-04-09 An exploration of the philosophy of science and mathematics of Hungarian emigre Imre Lakatos demonstrating its contemporary relevance

Because Without Cause Marc Lange, 2017 Not all scientific explanations work by describing causal connections between events or the world's overall causal structure In addition mathematicians regard some proofs as explaining why the theorems being proved do in fact hold This book proposes new philosophical accounts of many kinds of non-causal explanations in science and mathematics

Psychology and Mathematics Education Gila Hanna, Laura Macchi, Karin Binder, Laura Martignon, Katharina Loibl, 2023-09-05 Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems Thus it is par excellence a model of rational inquiry Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades Indeed the Enlightenment view of the rational human mind that reasons makes decisions and solves problems based on logic and probabilities was shaken during the second half of the twentieth century Cognitive psychologists discovered that humans' thoughts and actions often deviate from rules imposed by strict normative theories of inference Yet these deviations should not be called errors as Cognitive Psychologists have demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved or biases that are caused by a lack of adaptation to abstract information formats Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving problem This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education We want to stress that we are concerned with the view of bounded rationality that is different from the one espoused by the heuristics and biases program In Simon's bounded rationality and its direct descendant ecological rationality rationality is understood in terms of cognitive success in the world correspondence rather than in terms of conformity to content-free norms of coherence e.g. transitivity

Plato's Problem M. Panza, A. Sereni, 2013-01-21 What is mathematics about And how can we have access to the reality it is supposed to describe The book tells the story of this problem first raised by Plato through the views of Aristotle Proclus Kant Frege G del Benacerraf up to the most recent debate on mathematical platonism

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 die 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." Handbook of International Research in Mathematics Education Lyn D. English, David Kirshner, 2015-07-30. This third edition of the Handbook of International Research in Mathematics Education provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education. Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner, this collection brings together overviews and advances in mathematics education research spanning established and emerging topics: diverse workplace and school environments and globally representative research priorities. New perspectives are presented on a range of critical topics including embodied learning, the theory-practice divide, new developments in the early years, educating future mathematics education professors, problem solving in a 21st century curriculum, culture and mathematics learning, complex systems, critical analysis of design-based research, multimodal technologies and e-textbooks. Comprised of 12 revised and 17 new chapters, this edition extends the Handbook's original themes for international research in mathematics education and remains in the process a definitive resource for the field. *Mathematics Education* Khoon Yoong Wong, 2009. This title provides much food for thought and pointers to meet future challenges in mathematics education not only within Singapore but also in other countries. Lines of Thought Lance J. Rips, 2011. Lines of Thought addresses how we are able to think about abstract possibilities. How can we think about math despite the immateriality of numbers, sets and other mathematical entities? How are we able to think about what might have happened if history had taken a different turn? Questions like these turn up in nearly every part of cognitive science and they are central to our human position of having only limited knowledge concerning what is or might be true. Because we cannot experience hypothetical or future events or abstract concepts, we cannot use our ordinary sense of perception or memory to think about these subjects, so what underlies our ability to make these assumptions? Lance Rips explores people's beliefs about possibilities as they arise in the context of basic concepts including numbers, causality and reasons. He argues that beliefs about these concepts cannot be meaningfully reduced to perceptual information, remembered instances or probabilities. He also claims that analogies to

cognitive perception models are equally unhelpful in understanding what makes thinking of possibilities possible. Instead, he makes the case that our abilities here depend on the intrinsic hardwiring of the human mind. Lines of Thought provides an overview and a point of view on research in higher level cognitive science, integrating theories from psychology, philosophy, and linguistics. The book is written in an accessible style that will provide students with essential background for their own thoughts about this domain.

Singapore Math and Science Education Innovation Oon Seng Tan, Ee Ling Low, Eng Guan Tay, Yaw Kai Yan, 2021-08-04. This edited volume explores key areas of interests in Singapore math and science education, including issues on teacher education, pedagogy, curriculum, assessment, teaching practices, applied learning, ecology of learning, talent grooming, culture of science and math, vocational education, and STEM. It presents to policymakers and educators a clear picture of the education scene in Singapore and insights into the role of math and science education in helping the country excel beyond international studies such as PISA, the pedagogical and curricula advancements in math and science learning, and the research and practices that give Singaporean students the competitive edge in facing the uncertain and challenging landscape of the future.

Mathematics Education: The Singapore Journey Khoon Yoong Wong, Peng Yee Lee, Berinderjeet Kaur, Pui Yee Foong, Swee Fong Ng, 2009-02-19. This comprehensive book is a state-of-the-art review of research and practices of mathematics education in Singapore. It traces the fascinating journey from the original development of the Singapore mathematics curriculum in the 1950s to the present day and reports on diverse findings about the Singapore experience that are not readily available in print. All of the authors are active mathematics educators or senior mathematics teachers in Singapore, thus adding authenticity and distinctiveness to the stories covered in this book. The issues they so earnestly explore in this book will undoubtedly be of interest to graduate students, mathematics educators, and the international mathematics education community.

Metacognition and Education: Future Trends Shirley Larkin, 2023-10-06. Metacognition is crucial to education in a changing world. The role of mobile applications, AI, and global issues such as climate change make the need for developing learners with the ability to monitor and control their own thinking increasingly necessary. Metacognitive learners are learners who can draw on their own knowledge of their own thinking processes to optimise the conditions under which they learn best. Metacognitive learners are self-regulating and proactive in motivating themselves to learn new skills. Metacognitive learners are strategic in terms of managing their own resources to get the best from every learning opportunity and to transfer that knowledge to new areas of work. This book is timely in demonstrating how metacognition research is addressing issues of importance in future education. The chapters are authored by an international group of scholars from four continents who are experts in the field of metacognition and self-regulation research. Drawing on their years of experience, they look to the future to suggest the future trends in metacognition research. At the same time, chapters are rooted in practical application and suggest ways in which the research can be translated into educational environments. The book addresses some new areas of metacognition research such as mind

wandering as well as established areas such as teacher metacognition We are also reminded to consider the social interactions between students and others and the role that relationships play in developing metacognition Both researchers and educators of all types will find something of interest here The book sets the trend for future trends in metacognition research

Semiotics as a Tool for Learning Mathematics Adalira Sáenz-Ludlow, Gert Kadunz, 2015-12-17 Semiotics as a Tool for Learning Mathematics is a collection of ten theoretical and empirical chapters from researchers all over the world who are interested in semiotic notions and their practical uses in mathematics classrooms Collectively they present a semiotic contribution to enhance pedagogical aspects both for the teaching of school mathematics and for the preparation of pre service teachers This enhancement involves the use of diagrams to visualize implicit or explicit mathematical relations and the use of mathematical discourse to facilitate the emergence of inferential reasoning in the process of argumentation It will also facilitate the construction of proofs and solutions of mathematical problems as well as the progressive construction of mathematical conceptions that eventually will approximate the concepts encoded in mathematical symbols These symbols hinge not only of mental operations but also on indexical and iconic aspects aspects which often are not taken into account when working on the meaning of mathematical symbols For such an enhancement to happen it is necessary to transform basic notions of semiotic theories to make them usable for mathematics education In addition it is also necessary to back theoretical claims with empirical data This anthology attempts to deal with such a conjunction Overall this book can be used as a theoretical basis for further semiotic considerations as well as for the design of different ways of teaching mathematical concepts

Teaching Secondary School Mathematics Merrilyn Goos, Colleen Vale, Gloria Stillman, Katie Makar, Sandra Herbert, Vince Geiger, 2020-07-16 Since its first publication *Teaching Secondary School Mathematics* has established itself as one of the most respected and popular texts for both pre service and in service teachers This new edition has been fully revised and updated to reflect the major changes brought about by the introduction of the Australian Curriculum Mathematics as well as discussing significant research findings the evolution of digital teaching and learning technologies and the implications of changes in education policies and practices The mathematical proficiencies that now underpin the Australian curriculum understanding fluency problem solving and reasoning are covered in depth in Part 1 and a new section is devoted to the concept of numeracy The chapter on digital tools and resources has been significantly expanded to reflect the growing use of these technologies in the classroom while the importance of assessment is recognised with new material on assessment for learning and as learning along with a consideration of policy development in this area Important research findings on common student misconceptions and new and effective approaches for teaching key mathematical skills are covered in detail As per the first edition readers will find a practical guide to pedagogical approaches and the planning and enactment of lessons together with enhanced chapters on teaching effectively for diversity managing issues of inequality and developing effective relationships with parents and the community This book is the essential pedagogical tool for every

emerging teacher of secondary school mathematics The text offers an excellent resource for all of those involved in the preparation of secondary mathematics teachers with links to research literature exemplars of classroom practices and instructional activities that encourage readers to actively examine and critique practices within their own educational settings Professor Glenda Anthony Institute of Education Massey University A rich and engaging textbook that covers all of the important aspects of learning to become an effective secondary mathematics teacher The second edition of this text is further enhanced with updated references to the Australian Curriculum NAPLAN STEM current Indigenous social justice and gender inequity issues and the place of Australian mathematics curricula on the world stage Dr Christine Ormond Senior Lecturer Edith Cowan University

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