



Fig. 2.2 Mathematical knowledge for teaching (Ball, Thames, & Phelps, 2008, p. 403)

# Mathematical Knowledge

**Paul Ernest**



## **Mathematical Knowledge:**

**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

**Mathematical Knowledge** Mary Leng, Alexander Paseau, Michael D. Potter, 2007-11-15 What is the nature of mathematical knowledge Is it anything like scientific knowledge or is it sui generis How do we acquire it Should we believe what mathematicians themselves tell us about it Are mathematical concepts innate or acquired Eight new essays offer answers to these and many other questions Written by some of the world's leading philosophers of mathematics psychologists and mathematicians Mathematical Knowledge gives a lively sense of the current state of debate in this fascinating field

**Forms of Mathematical Knowledge** Dina Tirosh, 2013-03-14 What mathematics is entailed in knowing to act in a moment Is tacit rhetorical knowledge significant in mathematics education What is the role of intuitive models in understanding learning and teaching mathematics Are there differences between elementary and advanced mathematical thinking Why can't students prove What are the characteristics of teachers' ways of knowing This book focuses on various types of knowledge that are significant for learning and teaching mathematics The first part defines discusses and contrasts psychological philosophical and didactical issues related to various types of knowledge involved in the learning of mathematics The second part describes ideas about forms of mathematical knowledge that are important for teachers to know and ways of implementing such ideas in preservice and in service education The chapters provide a wide overview of current thinking about mathematics learning and teaching which is of interest for researchers in mathematics education and mathematics educators Topics covered include the role of intuition in mathematics learning and teaching the growth from elementary to advanced mathematical thinking the significance of genres and rhetoric for the learning of mathematics and the characterization of teachers' ways of knowing

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

**Mathematical Knowledge in Teaching** Tim Rowland, Kenneth Ruthven, 2011-01-06 The quality of primary and secondary school mathematics teaching is generally agreed to depend crucially on the subject related knowledge of the teacher However there is increasing recognition that effective teaching calls for distinctive forms of subject related knowledge and thinking Thus established ways of conceptualizing developing and assessing mathematical knowledge for teaching may be less than adequate These are important issues for policy and practice because of longstanding difficulties in recruiting teachers who are confident and conventionally well qualified in mathematics and because of rising concern that teaching of the subject has not adapted sufficiently The issues to be examined in Mathematical Knowledge in Teaching are of considerable significance in addressing global aspirations to raise standards of teaching and learning in mathematics by developing more effective approaches to characterizing assessing and developing mathematical knowledge for teaching

Mathematical Knowledge Management Jonathan Borwein, William M. Farmer, 2006-09-30 This book constitutes the refereed proceedings of the 5th International Conference on Mathematical Knowledge Management MKM 2006 held in Wokingham UK August 2006 The book presents 22 revised full papers Coverage extends to the mathematical knowledge management at the intersection of mathematics computer science library science and scientific publishing The papers are organized in topical sections on proof representations proof processing knowledge extraction knowledge representation as well as systems and tools

Naturalizing Logico-Mathematical Knowledge Sorin Bangu, 2018-02-01 This book is meant as a part of the larger contemporary philosophical project of naturalizing logico mathematical knowledge and addresses the key question that motivates most of the work in this field What is philosophically relevant about the nature of logico mathematical knowledge in recent research in psychology and cognitive science The question about this distinctive kind of knowledge is rooted in Plato's dialogues and virtually all major philosophers have expressed interest in it The essays in this collection tackle this important philosophical query from the perspective of the modern sciences of cognition namely cognitive psychology and neuroscience Naturalizing Logico Mathematical Knowledge contributes to consolidating a new emerging direction in the philosophy of mathematics which while keeping the traditional concerns of this sub discipline in sight aims to engage with them in a scientifically informed manner A subsequent aim is to signal the philosophers willingness to enter into a fruitful dialogue with the community of cognitive scientists and psychologists by examining their methods and interpretive strategies

**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, Objects and Applications** Carl Posy, Yemima Ben-Menahem, 2023-05-05 This book provides a survey of a number of the major issues in the philosophy of mathematics such as ontological questions regarding the nature of mathematical objects epistemic questions about the acquisition of mathematical knowledge and the intriguing riddle of the applicability of mathematics to the physical world Some of these issues go back to the nascent years of mathematics itself others are just beginning to draw the attention of scholars In addressing these questions some of the papers in this volume wrestle with them directly while others use the writings of philosophers such as Hume and Wittgenstein to approach their problems by way of interpretation and critique The contributors include prominent philosophers of science and mathematics as well as promising younger scholars The volume seeks to share the concerns of philosophers of mathematics with a wider audience and will be of interest to historians mathematicians and philosophers alike

**Platonism, Naturalism, and Mathematical Knowledge** James Robert Brown, 2013-06-17 This study addresses a central theme in current philosophy Platonism vs Naturalism and provides accounts of both approaches to mathematics crucially discussing Quine Maddy Kitcher Lakoff Colyvan and many others Beginning with accounts of both approaches Brown defends Platonism by arguing that only a Platonistic approach can account for concept acquisition in a number of special cases in the sciences He also argues for a particular view of applied mathematics a view that supports Platonism against Naturalist alternatives Not only does this engaging book present the Platonist Naturalist debate over mathematics in a comprehensive fashion but it also sheds considerable light on non mathematical aspects of a dispute that is central to contemporary philosophy

**Enabling Collaboration on Semiformal Mathematical Knowledge by Semantic Web Integration** C. Lange, 2011-10-14 Mathematics is becoming increasingly collaborative but software does not sufficiently support that Social Web applications do not currently make mathematical knowledge accessible to automated agents that have a deeper understanding of mathematical structures Such agents exist but focus on individual research tasks such as authoring publishing peer review or verification instead of complex collaboration workflows This work effectively enables their integration by bridging the

document oriented perspective of mathematical authoring and publishing and the network perspective of threaded discussions and Web information retrieval This is achieved by giving existing representations of mathematical and relevant related knowledge about applications projects and people a common Semantic Web foundation Service integration is addressed from the two perspectives of enriching published documents by embedding assistive services and translating between different knowledge representations inside knowledge bases A usability evaluation of a semantic wiki that coherently integrates knowledge production and consumption services points out the remaining challenges in making such heterogeneously integrated environments support realistic workflows The results of this thesis will soon also enable collaborative acquisition of new mathematical knowledge as well as the contributions of existing knowledge collections of the Web of Data

**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

*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

**Mathematical Knowledge** Mary Leng, Alexander Paseau, Michael Potter, 2007-11-15 What is the nature of

mathematical knowledge Is it anything like scientific knowledge or is it sui generis How do we acquire it Should we believe what mathematicians themselves tell us about it Are mathematical concepts innate or acquired Eight new essays offer answers to these and many other questions Written by some of the world's leading philosophers of mathematics psychologists and mathematicians *Mathematical Knowledge* gives a lively sense of the current state of debate in this fascinating field *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 emphasis 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

*Mathematical Knowledge Management* Michael Kohlhase, 2006-01-20 This book constitutes the thoroughly refereed post proceedings of the 4th International Conference on Mathematical Knowledge Management The 26 revised full papers presented were carefully selected during two rounds of reviewing and improvement from 38 submissions The papers cover mathematical knowledge management Topics range from foundations and the representational and document structure aspects of mathematical knowledge over process questions like authoring migration and consistency management by automated theorem proving to applications in e learning and case studies *Mathematical Knowledge Management* Andrea Asperti, Grzegorz Bancerek, Andrzej Trybulec, 2004-09-07 This book constitutes the refereed proceedings of the Third International Conference on Mathematical Knowledge Management MKM 2004 held in Bialowieza Poland in September 2004 The 27 revised full papers presented were carefully reviewed and selected from 48 submissions Among the topics addressed are mathematics retrieval formalizing mathematics formal mathematics digital mathematical libraries semantic Web knowledge repositories mathematical knowledge representation theorem proving systems OWL proof verification formal representation mathematical formulae processing and the OpenMath project **Refining the Mathematics Knowledge**

**Base** Bindu Elizabeth Pothen, 2011 Understanding the knowledge that teachers must bring to their classrooms is critical to the advancement of the field of teacher education Understanding how teacher knowledge impacts various aspects of teacher practice is also critical Understanding the interplay between teacher knowledge and practice and consequently the result that this relationship has on student learning is most important This dissertation attempts to advance our collective understanding of the complex relationship between teacher knowledge teacher practice and student learning in the field of elementary mathematics Four third grade teachers were followed as they taught a subset of lessons in a unit on fractions The study first investigates the types of knowledge that the teachers brought to their classrooms Then an examination is

conducted of the way in which these types of knowledge impacted their teaching practice Finally the student learning that resulted over the course of these lessons is discussed This study supports the widespread belief that teacher knowledge is important to instruction The descriptions of the case study teachers highlight that their varying levels of knowledge resulted in unique aspects of practice being emphasized in their classrooms This dissertation documents the differences in teaching practice and the trade offs that produce differences in student learning Interesting student learning patterns emerged based on qualitative student interviews Medium students from classrooms in which teachers focused for more sustained periods on mathematical concepts seemed to demonstrate greater procedural fluency and deeper conceptual understanding than their peers in the other classrooms Low students in classrooms where fluency was the focus seemed to show slightly greater procedural fluency though less conceptual understanding than their peers in the classrooms that spent more time on concepts High students showed no appreciable difference across all classrooms This study adds to the field by introducing a new construct the conceptual threshold to offer an explanation of these student learning trends

**Children's Fractional Knowledge** Leslie P. Steffe, John Olive, 2009-12-02 Children's Fractional Knowledge elegantly tracks the construction of knowledge both by children learning new methods of reasoning and by the researchers studying their methods The book challenges the widely held belief that children's whole number knowledge is a distraction from their learning of fractions by positing that their fractional learning involves reorganizing not simply using or building upon their whole number knowledge This hypothesis is explained in detail using examples of actual grade schoolers approaching problems in fractions including the schemes they construct to relate parts to a whole to produce a fraction as a multiple of a unit part to transform a fraction into a commensurate fraction or to combine two fractions multiplicatively or additively These case studies provide a singular journey into children's mathematics experience which often varies greatly from that of adults Moreover the authors descriptive terms reflect children's quantitative operations as opposed to adult mathematical phrases rooted in concepts that do not reflect and which in the classroom may even suppress youngsters learning experiences Highlights of the coverage Toward a formulation of a mathematics of living instead of being Operations that produce numerical counting schemes Case studies children's part whole partitive iterative and other fraction schemes Using the generalized number sequence to produce fraction schemes Redefining school mathematics This fresh perspective is of immediate importance to researchers in mathematics education With the up close lens onto mathematical development found in Children's Fractional Knowledge readers can work toward creating more effective methods for improving young learners quantitative reasoning skills

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

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