

Mathematicians as Enquirers

Learning about Learning Mathematics

Leone Burton



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Mathematicians As Enquirers Learning About Learning Mathematics

Laura Black, Heather Mendick, Yvette Solomon



Mathematicians As Enquirers Learning About Learning Mathematics:

Mathematicians as Enquirers Leone L. Burton, 2004-04-30 It is amazing that the usual reply to being introduced to a mathematician is a stumbling apology about how bad someone is at mathematics no matter how good they may be in reality. The problem is that we have come to view mathematics as an arcane branch of knowledge that only a few can aspire to understand or grasp. The sense of separation between those who have the knowledge and those who do not is present even amongst academics where many of the same skills and research practices exist: intuition, the use of symbolic structures and the use of intuition and insight. The more worrying aspect of this separation is the ever declining numbers of students choosing mathematics as part of their curriculum beyond the stage when it is mandatory. Even worse it would seem that the mathematics community has created a discriminatory environment that deters many students from continuing beyond secondary and tertiary education. Exit interviews with graduates show a stark rejection of their previously chosen subject. What about mathematicians themselves: how do they see themselves? Do male and female mathematicians come to know their mathematics in different ways? Do they tackle different problems with varying results for their status in the research community? Does the pervasive labelling that mathematics is a male domain arise because of a lack of role models for women or through its highly competitive hierarchical nature? Are the negative labels often associated with mathematics i.e.

Mathematicians' Reflections on Teaching Sepideh Stewart, 2023-08-07 This book opens the case on collaboration among mathematicians and mathematics educators. The authors of this book provide their research and experience based insights on collaboration to inspire the young generation of the mathematics community to engage in productive collaborations and exchange of knowledge early in their careers. These valuable collaborations are anticipated to generate innovative research questions that set new and novel paths for mathematics education research with ample possibilities yet to be realized and discovered.

Becoming a Mathematician Leigh N Wood, Peter Petocz, Anna Reid, 2012-02-13 This book considers the views of participants in the process of becoming a mathematician: that is, the students and the graduates. This book investigates the people who carry out mathematics rather than the topics of mathematics. Learning is about change in a person: the development of an identity and ways of interacting with the world. It investigates more generally the development of mathematical scientists for a variety of workplaces and includes the experiences of those who were not successful in the transition to the workplace as mathematicians. The research presented is based on interviews, observations and surveys of students and graduates as they are finding their identity as a mathematician. The book contains material from the research carried out in South Africa, Northern Ireland, Canada and Brunei as well as Australia.

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

Mathematical Relationships in Education Laura Black, Heather Mendick, Yvette Solomon, 2011-01-13 While demand for the mathematically literate citizen increases many learners continue to reject mathematics and experience it as excluding and exclusive even when they succeed at it In exploring this phenomenon this volume examines the ways in which learners form particular relationships with mathematics in the context of formal schooling

New Mathematics Education Research and Practice, 2006-01-01 Mathematics education research has blossomed into many different areas which we can see in the programmes of the ICME conferences as well as in the various survey articles in the Handbooks However all of these lines of research are trying to grapple with a common problem the complexity of the process of learning mathematics Although our knowledge of the process is more extensive and deeper despite the fragmented nature of research in this area there is still a need to overcome this fragmentation and to see learning as one process with different aspects To overcome this fragmentation this book identifies six themes 1 mathematics culture and society 2 the structure of mathematics and its influence on the learning process 3 mathematics learning as a cognitive process 4 mathematics learning as a social process 5 affective conditions of the mathematics learning process 6 new technologies and mathematics learning This book is addressed to all researchers in mathematic education It gives an orientation and overview by addressing some carefully chosen questions on what is going on and what are the main results and questions what are important books or papers if further information is needed

Travelling Through Education Ole Skovsmose, 2005-01-01 This is a personal notebook from a conceptual travel But in a different sense it also represents a report on travelling The main part of the manuscript was written in Brazil Denmark and England whilst notes have also been inspired by visits to other countries So the book not only represents conceptual travel it also reflects seasons of real travelling In Part 1 the book comments on the critical position of mathematics education and also indicates some concerns of critical mathematics education Part 2 comments on mathematics in action and considers the discussion of mathematics as an applied discipline in the contexts of technology management engineering economics etc In Part 3 the book comments on mathematics and science in general These comments are then generalised into a discussion of reason and of the apparatus of reason Finally Part 4 returns to the discussion of mathematics education and comments on notions that could become sensitive to the critical position of mathematics education Ole Skovsmose is also travelling between different academic fields He touches upon mathematics and mathematics education the philosophy of mathematics technology and science as well as sociological issues glancing over issues such as globalisation ghettoising learning society and risk society Travelling with the author the reader will become aware of connections between many of these different issues

Practice-Oriented Research in Tertiary Mathematics Education Rolf Biehler, Michael Liebendörfer, Ghislaine Gueudet, Chris Rasmussen, Carl

Winsløw, 2023-01-01 This edited volume presents a broad range of original practice oriented research studies about tertiary mathematics education. These are based on current theoretical frameworks and on established and innovative empirical research methods. It provides a relevant overview of current research along with being a valuable resource for researchers in tertiary mathematics education including novices in the field. Its practice orientation research makes it attractive to university mathematics teachers interested in getting access to current ideas and results including theory based and empirically evaluated teaching and learning innovations. The content of the book is spread over 5 sections: The secondary tertiary transition, University students mathematical practices and mathematical inquiry, Research on teaching and curriculum design, University students mathematical inquiry and Mathematics for non specialists. **Promoting Equity in**

Maths Achievement. The Current discussion Maria Chionidou-Moskofoglou, Andrea Blunk, Renata Siemprinska, Yvette Solomon, Renate Tanzberger, Mario Barajas Frutos, 2008-02-08 Presented in this volume is a kaleidoscopic view of the research done in the PREMA project Promoting Equity in Maths Achievement. Proceedings of the Project's Workshops which was a twenty months research study type of project funded under the General Activities of Observation Analysis and Innovation of the Socrates Programme European Commission DG for Education and Culture. The research is enrooted on the position that the achievement of Europe's Lisbon goal set in March 2000 is dependent on the extent to which Europe will utilize all of its human resources and its rich socio cultural heritage. **Challenging Perspectives on Mathematics**

Classroom Communication Anna Chronaki, Iben Maj Christiansen, 2006-05-01 The editors and contributors of these ten articles focus on the idea that communication includes both what is happening and being said among participants in a classroom and also the politics, values and ideologies that serve as the foundation of the practice. They describe how communication thereby involves register, representation and contexts through media, human interfaces in the classroom and in interpreting mathematics as a text. How communication in mathematics teaching becomes social interaction in cooperative settings and classroom activities and how communication translates into practice, community identity and policy. 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

Debates in Mathematics Education Dawn Leslie, Heather Mendick, 2013-10-01 Debates in Mathematics Education explores the major issues that mathematics teachers encounter in their daily lives It engages with established and contemporary debates promotes and supports critical reflection and aims to stimulate both novice and experienced teachers to reach informed judgements and argue their point of view with deeper theoretical knowledge and understanding Written by experts in the field of mathematics education it investigates and offers fresh insight into topics of central importance including Gender social inequality and mathematics Mathematics politics and climate change The history and culture of mathematics Using popular culture in the mathematics classroom The concept of ability and its impact on learning What we mean by teaching for understanding Choosing and using examples in teaching The fitness of formal examinations Designed to stimulate discussion and support you in your own research writing and practice Debates in Mathematics Education will be a valuable resource for any student or practising teacher engaged in initial teacher training continuing professional development or Masters level study It also has much to offer to those leading initial teacher education programmes and to beginning doctoral students looking for a survey of the field of mathematics education research

Critical Issues in Mathematics Education Bharath Sriraman, Paul Ernest, Brian Greer, 2009-06-01 The word critical in the title of this collection has three meanings all of which are relevant One meaning as applied to a situation or problem is at a point of crisis A second meaning is expressing adverse or disapproving comments or judgments A third is related to the verb to critique meaning to analyze the merits and faults of The authors contributing to this book pose challenging questions from multiple perspectives about the roles of mathematics in society and the implications for education Traditional reasons for teaching mathematics include preparing a new generation of mathematics researchers and a cadre of technically competent users of mathematics training students to think logically and because mathematics is as much part of cultural heritage as literature or music These reasons remain valid though open to critique but a deeper analysis is required that recognizes the roles of mathematics in framing many aspects of contemporary society that will connect mathematics education to the lived experiences of students their communities and society in general and that acknowledges the global ethical responsibilities of mathematicians and mathematics educators The book is organized in four sections 1 Mathematics education For what and why 2 Globalization and cultural diversity 3 Mathematics education and society and 4 Social justice in and through mathematics education The chapters address fundamental issues such as the relevance of school mathematics in people s lives creating a sense of agency for the field of mathematics education and redefining the relationship between mathematics as discipline mathematics as school subject and mathematics as part of people s lives

University Science and Mathematics Education in Transition Ole Skovsmose, Paola Valero, Ole Ravn Christensen, 2008-11-19 More than ever our time is characterised by rapid changes in the organisation and the production of knowledge This movement is deeply rooted

in the evolution of the scientific endeavour as well as in the transformation of the political economic and cultural organisation of society. In other words the production of scientific knowledge is changing both with regard to the internal development of science and technology and with regard to the function and role science and technology fulfill in society. This general social context in which universities and knowledge production are placed has been given different names: the informational society, the knowledge society, the learning society, the post industrial society, the risk society or even the post modern society. A common feature of different characterisations of this historic time is the fact that it is a period in construction. Parts of the world not only of the First World but also chunks of the Developing World are involved in these transformations. There is a movement from former social political and cultural forms of organisation which impact knowledge production into new forms. These forms drive us into forms of organisation that are unknown and that for their very same complexity do not show a clear ending stage. Somehow the utopias that guided the ideas of development and progress in the past are not present anymore and therefore the transitions in the knowledge society generate a new uncertain world. We find ourselves and our universities to be in a transitional period in time. In this context it is difficult to avoid considering seriously the challenges that such a complex and uncertain social configuration poses to scientific knowledge to universities and especially to education in mathematics and science. It is clear that the transformation of knowledge outside universities has implied a change in the routes that research in mathematics science and technology has taken in the last decades. It is also clear that in different parts of the world these changes have happened at different points in time. While universities in the New World, the American Continent, Africa, Asia and Oceania have accommodated their operation to the challenges of the construction in the new world, in many European countries universities with a longer existence and tradition have moved more slowly into this time of transformation and have been responding at a less rapid pace to environmental challenges. The process of tuning universities together with their forms of knowledge production and their provision of education in science and mathematics with the demands of the informational society has been a complex process as complex as the general transformation undergoing in society. Therefore an understanding of the current transitions in science and mathematics education has to consider different dimensions involved in such a change. Traditionally educational studies in mathematics and science education have looked at changes in education from within the scientific disciplines and in the closed context of the classroom. Although educational change in the very end is implemented in everyday teaching and learning situations, other parallel dimensions influencing these situations cannot be forgotten. An understanding of the actual potentialities and limitations of educational transformations are highly dependent on the network of educational cultural administrative and ideological views and practices that permeate and constitute science and mathematics education in universities today. This book contributes to understanding some of the multiple aspects and dimensions of the transition of science and mathematics education in the current informational society. Such an understanding is necessary for finding possibilities to improve science and

mathematics education in universities all around the world Such a broad approach to the transitions happening in these fields has not been addressed yet by existing books in the market

What Does Understanding Mathematics Mean for Teachers? Yuichi Handa, 2013-05-13 This book opens up alternative ways of thinking and talking about ways in which a person can know a subject in this case mathematics leading to a reconsideration of what it may mean to be a teacher of that subject In a number of European languages a distinction is made in ways of knowing that in the English language is collapsed into the singular word know In French for example to know in the *savoir* sense is to know things facts names how and why things work and so on whereas to know in the *connaître* sense is to know a person a place or even a thing namely an other in such a way that one is familiar with or in relationship with this other Primarily through phenomenological reflection with a touch of empirical input this book fleshes out an image for what a person's *connaître* knowing of mathematics might mean turning to mathematics teachers and teacher educators to help clarify this image

Philosophical Dimensions in Mathematics Education Karen Francois, Jean Paul Van Bendegem, 2007-11-15 This book brings together diverse recent developments exploring philosophy of mathematics in education The unique combination of ethnomathematics philosophy history education statistics and mathematics offers a variety of different perspectives from which existing boundaries in mathematics education can be extended The ten chapters in this book offer a balance between philosophy of and philosophy in mathematics education Attention is paid to the implementation of a philosophy of mathematics within the mathematics curriculum to become a philosophy in mathematics education In doing so many chapters provide ideas for actual practice and some practical examples directly usable in teacher training and in mathematics classrooms

Shaping Higher Education with Students Vincent C. H. Tong, Alex Standen, Mina Sotiriou, 2018-03-06 Forging closer links between university research and teaching has become an important way to enhance the quality of higher education across the world As student engagement takes centre stage in academic life how can academics and university leaders engage with their students to connect research and teaching more effectively In this highly accessible book the contributors show how students and academics can work in partnership to shape research based education Featuring student perspectives it offers academics and university leaders practical suggestions and inspiring ideas on higher education pedagogy including principles of working with students as partners in higher education connecting students with real world outputs transcending disciplinary boundaries in student research activities connecting students with the workplace and innovative assessment and teaching practices Written and edited in full collaboration with students and leading educator researchers from a wide spectrum of academic disciplines this book poses fundamental questions about learning and learning communities in contemporary higher education

Developing Research in Mathematics Education Tommy Dreyfus, Michèle Artigue, Despina Potari, Susanne Prediger, Kenneth Ruthven, 2018-04-27 Developing Research in Mathematics Education is the first book in the series New Perspectives on Research in Mathematics Education to be produced in association with the prestigious European

Society for Research in Mathematics Education This inaugural volume sets out broad advances in research in mathematics education which have accumulated over the last 20 years through the sustained exchange of ideas and collaboration between researchers in the field An impressive range of contributors provide specifically European and complementary global perspectives on major areas of research in the field on topics that include the content domains of arithmetic geometry algebra statistics and probability the mathematical processes of proving and modeling teaching and learning at specific age levels from early years to university teacher education teaching and classroom practices special aspects of teaching and learning mathematics such as creativity affect diversity technology and history theoretical perspectives and comparative approaches in mathematics education research This book is a fascinating compendium of state of the art knowledge for all mathematics education researchers graduate students teacher educators and curriculum developers worldwide

Mathematical Subjects Fiona Walls, 2009-08-10 Teaching and learning mathematics is a political act in which children teachers parents and policy makers are made visible as subjects As they learn about mathematics children are also learning about themselves who they are who they might become We can choose to listen or not to what children have to say about learning mathematics Such choices constitute us in relations of power Mathematical know how is widely regarded as essential not only to the life chances of individuals but also to the health of communities and the economic well being of nations With the globalisation of education in an increasingly market oriented world mathematics has received intensified attention in the first decade of the twenty first century with a shifting emphasis on utilitarian aspects of mathematics This is reflected in the reconceptualisation of mathematical competence as mathematical literacy loosely conceived as those ways of thinking reasoning and working mathematically that allow us to engage effectively in everyday situations in many occupations and the cut and thrust of world economies as active empowered and participatory citizens It is no surprise then that mathematics has become one of the most politically charged subjects in primary school curricula worldwide We are experiencing an unprecedented proliferation of regional and national strategies to establish benchmarks raise standards enhance achievement close gaps and leave no child behind in mathematics education Industries have sprung up around the design administration and monitoring of standardised assessment to measure and compare children s mathematical achievement against identified benchmarks and each other

Meaning in Mathematics Education Jeremy Kilpatrick, Celia Hoyles, Ole Skovsmose, 2006-03-30 What does it mean to know mathematics How does meaning in mathematics education connect to common sense or to the meaning of mathematics itself How are meanings constructed and communicated and what are the dilemmas related to these processes There are many answers to these questions some of which might appear to be contradictory Thus understanding the complexity of meaning in mathematics education is a matter of huge importance There are twin directions in which discussions have developed theoretical and practical and this book seeks to move the debate forward along both dimensions while seeking to relate them where appropriate A discussion of

meaning can start from a theoretical examination of mathematics and how mathematicians over time have made sense of their work. However, from a more practical perspective, anybody involved in teaching mathematics is faced with the need to orchestrate the myriad of meanings derived from multiple sources that students develop of mathematical knowledge. This book presents a wide variety of theoretical reflections and research results about meaning in mathematics and mathematics education based on long-term and collective reflection by the group of authors as a whole. It is the outcome of the work of the BACOMET (Basic Components of Mathematics Education for Teachers) group, who spent several years deliberating on this topic. The ten chapters in this book, both separately and together, provide a substantial contribution to clarifying the complex issue of meaning in mathematics education. This book is of interest to researchers in mathematics education, graduate students of mathematics education, under-graduate students in mathematics, secondary mathematics teachers, and primary teachers with an interest in mathematics.

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