

Mathematics Education as a Research Domain: A Search for Identity

**An ICMI Study
Book 1**

Edited by

Anna Sierpinska and Jeremy Kilpatrick

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Mathematics Education As A Research Domain A Search For Identity

Bill Atweh, Helen Forgasz, Ben Nebres



Mathematics Education As A Research Domain A Search For Identity:

Mathematics Education as a Research Domain: A Search for Identity Anna Sierpinska,Jeremy Kilpatrick,1998-01-31 In 1978 in the foreword to Weeding and Sowing A Preface to a Science of Mathematics Education Hans Freudenthal wrote that his book is a preface to a science that does not exist Almost 20 years later does his claim still hold true The present book is the result of the reflection of many individuals in mathematics education on this and related questions Is mathematics education a science Is it a discipline In what sense What is its place within other domains of research and academic disciplines What accounts for its specificity In the book the reader will find a range of possible answers to these questions a variety of analyses of the actual directions of research in different countries and a number of visions for the future of research in mathematics education The book is a result of an ICMI Study whose theme was formulated as What is Research in Mathematics Education and What are Its Results One important outcome of this study was the realization of the reasons for the difficulty of the questions that the study was posing leading possibly to a set of other questions better suited to the actual concerns and research practices of mathematics education researchers The book addresses itself to researchers in mathematics education and all those working in their neighborhood who are concerned with the problems of the definition of this new scientific domain emerging at their borders

Mathematics Education as a Research Domain: A Search for Identity Anna Sierpinska,Jeremy Kilpatrick,2013-11-13 No one disputes how important it is in today s world to prepare students to un derstand mathematics as well as to use and communicate mathematics in their future lives That task is very difficult however Refocusing curricula on funda mental concepts producing new teaching materials and designing teaching units based on mathematicians common sense or on logic have not resulted in a better understanding of mathematics by more students The failure of such efforts has raised questions suggesting that what was missing at the outset of these proposals designs and productions was a more profound knowledge of the phenomena of learning and teaching mathematics in socially established and culturally politically and economically justified institutions namely schools Such knowledge cannot be built by mere juxtaposition of theories in disci plines such as psychology sociology and mathematics Psychological theories focus on the individual learner Theories of sociology of education look at the general laws of curriculum development the specifics of pedagogic discourse as opposed to scientific discourse in general the different possible pedagogic rela tions between the teacher and the taught and other general problems in the inter face between education and society Mathematics aside from its theoretical contents can be looked at from historical and epistemological points of view clarifying the genetic development of its concepts methods and theories This view can shed some light on the meaning of mathematical concepts and on the difficulties students have in teaching approaches that disregard the genetic development of these concepts

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Sierpinska,Jeremy Kilpatrick,2014-01-15 *Mathematics Education as a Research Domain: A Search for Identity* Anna Sierpinska,Jeremy Kilpatrick,2014-02-19 No one disputes how important it is in today's world to prepare students to understand mathematics as well as to use and communicate mathematics in their future lives That task is very difficult however Refocusing curricula on fundamental concepts producing new teaching materials and designing teaching units based on mathematicians common sense or on logic have not resulted in a better understanding of mathematics by more students The failure of such efforts has raised questions suggesting that what was missing at the outset of these proposals designs and productions was a more profound knowledge of the phenomena of learning and teaching mathematics in socially established and culturally politically and economically justified institutions namely schools Such knowledge cannot be built by mere juxtaposition of theories in disciplines such as psychology sociology and mathematics Psychological theories focus on the individual learner Theories of sociology of education look at the general laws of curriculum development the specifics of pedagogic discourse as opposed to scientific discourse in general the different possible pedagogic relations between the teacher and the taught and other general problems in the interface between education and society Mathematics aside from its theoretical contents can be looked at from historical and epistemological points of view clarifying the genetic development of its concepts methods and theories This view can shed some light on the meaning of mathematical concepts and on the difficulties students have in teaching approaches that disregard the genetic development of these concepts Handbook of International Research in Mathematics Education Lyn D. English,David Kirshner,2010-04-02 The second edition continues the mission of bringing together important new mathematics education research that makes a difference in both theory and practice It updates and extends the Handbook's original key themes and issues for international research in mathematics education for the 21st century namely priorities in international mathematics education research lifelong democratic access to powerful mathematical ideas advances in research methodologies influences of advanced technologies Each of these themes is examined in terms of learners teachers and learning contexts with theory development being an important component of all these aspects This edition also examines other catalysts that have gained increased import in recent years including a stronger focus on the teacher and teacher practice a renewed interest in theory development an increased focus on the mathematics needed in work place settings and a proliferation of research designs and methodologies that have provided unprecedented opportunities for investigating and ultimately improving mathematical teaching and learning This edition includes ten totally new chapters all other chapters are thoroughly revised and updated *The First Sourcebook on Nordic Research in Mathematics Education* Bharath Sriraman,Simon Goodchild,Christer Bergsten,Gudbjorg Palsdottir,Lenni Haapasalo,Bettina Dahl Søndergaard,2010-09-01 The First Sourcebook on Nordic Research in Mathematics Education Norway Sweden Iceland Denmark and contributions from Finland provides the first comprehensive and unified treatment of historical and contemporary research trends in mathematics education in the Nordic world The book is organized in sections

coordinated by active researchers in mathematics education in Norway Sweden Iceland Denmark and Finland The purpose of this sourcebook is to synthesize and survey the established body of research in these countries with findings that have influenced ongoing research agendas informed practice framed curricula and policy The sections for each country also include historical articles in addition to exemplary examples of recently conducted research oriented towards the future The book will serve as a standard reference for mathematics education researchers policy makers practitioners and students both in and outside the Nordic countries

Amongst Mathematicians Elena Nardi, 2008 This book offers a unique perspective on ways in which mathematicians perceive their students learning teach reflect on their teaching practice Elena Nardi achieves this by employing two fictional yet entirely data grounded characters to create a conversation on these important issues The construction of these characters is based on large bodies of data including intense focused group interviews with mathematicians and extensive analyses of students written work collected and analyzed over a substantial period

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 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

Research in Mathematics Education in Australasia 2004 - 2007, 2008-01-01 Every four years beginning in 1984 the Mathematics Education Research Group of Australasia MERGA produces a review of Australasian research in mathematics education The authors of the chapters in this volume have summarised and critiqued research conducted during the period 2004-2007 The research foci for the period are reflected in the chapter titles Working under tight funding opportunities and the shadow of demanding research accountability measures the research undertaken has nonetheless been rigorous far ranging and at the cutting edge In bringing this regular review of the best of Australasian mathematics education to a broader international audience for the first time readers will recognise the outstanding contributions made by Australasian mathematics education researchers and the potential their findings have to inform and direct future directions in the field

Shifts in the Field of Mathematics Education Peter Gates, Robyn Jorgensen (Zevenbergen), 2014-11-02 Professor Stephen Lerman has been a leader in the field of mathematics education for thirty years

His work is extensive making many significant contributions to a number of key areas of research Stephen retired from South Bank University in 2012 where he had worked for over 20 years though he continues to work at Loughborough University In this book several of his long standing colleagues and collaborators reflect on his contribution to mathematics education and in so doing illustrate how some of Steve s ideas and interventions have resulted in significant shifts in the domain

Transformation - A Fundamental Idea of Mathematics Education Sebastian Rezat, Mathias Hattermann, Andrea Peter-Koop, 2013-12-13 The diversity of research domains and theories in the field of mathematics education has been a permanent subject of discussions from the origins of the discipline up to the present On the one hand the diversity is regarded as a resource for rich scientific development on the other hand it gives rise to the often repeated criticism of the discipline s lack of focus and identity As one way of focusing on core issues of the discipline the book seeks to open up a discussion about fundamental ideas in the field of mathematics education that permeate different research domains and perspectives The book addresses transformation as one fundamental idea in mathematics education and examines it from different perspectives Transformations are related to knowledge related to signs and representations of mathematics related to concepts and ideas and related to instruments for the learning of mathematics The book seeks to answer the following questions What do we know about transformations in the different domains What kinds of transformations are crucial How is transformation in each case conceptualized

Researching the Socio-Political Dimensions of Mathematics Education

Paola Valero, Robyn Zevenbergen, 2006-04-11 Mathematics education research as a discipline is situated at the confluence of an array of diffuse seemingly incommensurable and radically divergent discourses Research claims that have grown out of mathematics education are wide ranging and antagonistic rather than circumscribed by hidebound disciplinary frames While there has never been a unified totalising discipline of knowledge labelled mathematics education research and while it has always been a contested terrain it is fair to say that the master paradigm out of which this field has been generated has been that of cognitive psychology Mainstream mathematics education knowledges refracting the master discourse of psychology whereby cognition serves as the central privileged and defining concept clearly delimits its possibilities for serving as a social tool of democratic transformation The central point of departure of this new collection is that mathematics education research is insufficiently univocal to support the type of uncompromising interpretation that cognitive psychologists would bring to it The hallmark contribution of this pathbreaking volume edited by Paola Valero and Robyn Zevenbergen is the paradigmatic shift the authors have effected in the field of mathematics education research taking up a position at the faultline of socio cultural analysis and critical pedagogy

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

The 'Resource' Approach to Mathematics Education Luc Trouche, Ghislaine Gueudet, Birgit Pepin, 2019-11-29 This edited volume will help educators better analyze methodological and practical tools designed to aid classroom instruction It features papers that explore the need to create a system in order to fully meet the uncertainties and developments of modern educational phenomena These have emerged due to the abundance of digital resources and new forms of collective work The collected papers offer new perspectives to a rising field of research known as the Documentational Approach to Didactics This framework was first created by the editors of this book It seeks to develop a deeper understanding of mathematics teaching expertise Readers will gain insight into how to meet the theoretical questions brought about by digitalization These include how to analyze teachers work when they prepare for their teaching how to conceptualize the relationships between individual and collective work and how to follow the related processes over the long term The contributors also provide a comparative view in terms of contrasting selected phenomena across different educational cultures and education systems For instance they consider how differences in curriculum resources are available to teachers and how teachers make use of them to shape instruction Coverage also considers the extent to which teachers make use of additional material particularly those available through the global marketplace on the Internet This book builds on works from the Resources 2018 Conference Understanding teachers work through their interactions with resources for teaching held in Lyon France

Pursuing Excellence in Mathematics Education Edward Silver, Christine Keitel-Kreidt, 2014-11-26 Chapters in this book recognize the more than forty years of sustained and distinguished lifetime achievement in mathematics education research and development of Jeremy Kilpatrick Including contributions from a variety of skilled mathematics educators this text honors Jeremy Kilpatrick reflecting on his groundbreaking papers book chapters and books many of which are now standard references in the literature on mathematical problem solving the history of mathematics education mathematical ability and proficiency curriculum change and its history global perspectives on

mathematics education and mathematics assessment Many chapters also offer substantial contributions of their own on important themes including mathematical problem solving mathematics curriculum the role of theory in mathematics education the democratization of mathematics and international perspectives on the professional field of mathematics education

Opening the Cage Ole Skovsmose, Brian Greer, 2012-09-05 The picture on the front of this book is an illustration for Totakahini The tale of the parrot by Rabindranath Tagore in which he satirized education as a magnificent golden cage Opening the cage addresses mathematics education as a complex socio political phenomenon exploring the vast terrain that spans critique and politics Opening the cage includes contributions from educators writing critically about mathematics education in diverse contexts They demonstrate that mathematics education is politics they investigate borderland positions they address the nexus of mathematics education and power and they explore educational possibilities Mathematics education is not a free enterprise It is carried on behind bars created by economic political and social demands This cage might not be as magnificent as that in Tagore s fable But it is strong Opening the cage is a critical and political challenge and we may be surprised to see what emerges

Second International Handbook of Mathematics Education Alan Bishop, 2003-06-30 This handbook should be a useful resource for students researchers teacher educators and curriculum policy makers in the field of mathematics education It is a follow up to the first handbook which laid down the base line in many areas of the field of mathematics education

Handbook of Digital Resources in Mathematics Education Birgit Pepin, Ghislaine Gueudet, Jeffrey Choppin, 2024-06-21 This handbook presents the state of the art scholarship on theoretical frames mathematical content learning environments pedagogic practices teacher professional learning and policy issues related to the development and use of digital resources in mathematics education With the advent of more and more open access digital resources teachers choose from the web what they see fit for their classroom students choose in the moment what they need for their projects and learning paths However educators and students often find it difficult to choose from the abundance of materials on offer as they are uncertain about their quality and beneficial use It is clear that at a time of bouleversement of the teaching learning processes it is crucial to understand the quality and the potentially transformative aspects of digital resources This book provides comprehensive analyses of and insights into the transformative aspects of digital resources

U.S. Doctorates in Mathematics Education Robert E. Reys, John A. Dossey, 2008 Mathematics education in the United States will be shaped at all levels by those who hold doctorates in the field As professors they influence the structure and content of university programs in mathematics education where future teachers are prepared As scholars they engage in research and lead us to a deeper and better understanding of the field This book is a detailed study of doctoral programs in mathematics education It stems from a national conference sponsored by the National Science Foundation It involved participants from across the United States as well as Brazil Japan Norway and Spain and followed up the work of an earlier conference published in One Field Many Paths U S Doctoral Programs in Mathematics Education

Volume 9 in this series The book as was the conference is organized around several major questions including What is the core knowledge for doctoral students in mathematics education What are the important issues and challenges in delivering doctoral programs What can we learn about doctoral preparation by comparisons with other countries What effect would accreditation of doctoral programs in mathematics education have on the profession What next steps need to be addressed now The book documents the wide range of ideas about doctoral programs in mathematics education and their varied features It provides readers with current visions and issues concerning doctoral studies in the field and serves as a reminder that establishing stewards of the discipline of mathematics education is a continuing challenge

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