

HANS FREUDENTHAL  
*University of Utrecht*

# REVISITING MATHEMATICS EDUCATION

*China Lectures*



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# Revisiting Mathematics Education China Lectures

**Eric Gutstein**



## **Revisiting Mathematics Education China Lectures:**

*Revisiting Mathematics Education* Hans Freudenthal, 2005-12-08 This book is a product of love and respect. If that sounds rather odd, I initially apologise but let me explain why I use those words. The original manuscript was of course Freudenthal's, but his colleagues have carried the project through to its conclusion with love for the man and his ideas and with a respect developed over years of communal effort. Their invitation to me to write this Preface enables me to pay my respects to the great man, although I am probably incurring his wrath for writing a Preface for his book without his permission. I just hope he understands the feelings of all colleagues engaged in this particular project. Hans Freudenthal died on October 13th 1990 when this book project was well in hand. In fact, he wrote to me in April 1988 saying, 'I am thinking about a new book. I have got the sub title China Lectures, though I still lack a title. I was astonished. He had retired in 1975 but of course he kept working. Then in 1985 we had been helping him celebrate his 80th birthday and although I said in an Editorial Statement in *Educational Studies in Mathematics* (ESM) at the time we look forward to him enjoying many more years of non retirement, I did not expect to see another lengthy manuscript'.

**The Legacy of Hans Freudenthal** Leen Streefland, 2013-03-09 The *Legacy of Freudenthal* pays homage to Freudenthal and his work on mathematics, its history and education. Almost all authors were his scholars or co-workers. They testify to what they learned from him. Freudenthal himself contributes posthumously. His didactical phenomenology of the concept of force is both provocative and revealing in its originality compared with what is usually found in physics instruction. Freudenthal is portrayed as a universal human being by Josette Adda. He made considerable contributions to mathematics itself, e.g. on homotopy theory and Lie groups in geometry. The exposition of Freudenthal's mathematical life and work is on Van Est's account. Henk Bos discusses his historical work. The essay review of the 8th edition of Hilbert's *Grundlagen der Geometrie* serves as a vehicle of thought. The main part of the book, however, concerns Freudenthal's work on mathematics education. Christine Keitel reviews his final book *Revisiting Mathematics Education* (1991). Fred Goffree describes Freudenthal's *Working on Mathematics Education* both from an historical as well as a theoretical perspective. Adrian Treffers analyses Freudenthal's influence on the development of realistic mathematics education at primary level in the Netherlands, especially his influence on the Wiskobas project of the former IOWO. Freudenthal once predicted the disappearance of mathematics as an individual subject in education sometime around the year 2000 because it would by then have merged with integrated thematic contexts. Jan de Lange anticipates this future development and shows that Freudenthal's prediction will not come true after all. Reflective interludes unveil how he might have influenced those developments. Freudenthal contributed a wealth of ideas and conceptual tools to the development of mathematics education on contexts, didactical phenomenology, guided reinvention, mathematisation, the constitution of mental objects, the development of reflective thinking levels in learning processes, the development of a mathematical attitude and so on, but he did not design very much concrete material. Leen Streefland deals with the question

of design from a theoretical point of view while applying Freudenthal's ideas on changing perspective and shifting For teachers researchers mathematics educators mathematicians educationalists psychologists and policy makers

**Perspectives on Practice and Meaning in Mathematics and Science Classrooms** D. Clarke, 2006-04-11 This is a variegated picture of science and mathematics classrooms that challenges a research tradition that converges on the truth The reader is surrounded with different images of the classroom and will find his beliefs confirmed or challenged The book is for educational researchers research students and practitioners with an interest in optimizing the effectiveness of classrooms as environments for learning

**Multicultural Literature for Latino Bilingual Children** Ellen Riojas Clark, Belinda Bustos Flores, Daniel Alejandro González, 2025-09-18 Multicultural Literature for Latino Bilingual Children Their Words Their Worlds 2nd Edition makes a needed contribution to the field of children's literature by addressing the social cultural academic and linguistic needs of bilingual learners who continue to be underserved through current school practices This 2nd edition presents a balance of theory research and practice The authors conceptualize different forms of social knowledge that can serve as cultural resources for acquiring knowledge and transforming self and identity This volume creates a heightened awareness of the cultural and linguistic capital held by the Latino community The design of critical pedagogical practices enhances Latino students academic cultural and social capital Unique in this volume is the artwork that reflects the experiences of the Latino community

**Teaching For Learning Mathematics** Sutherland, Ros, 2006-12-01 This book explores the factors that influence young people's learning of mathematics Focusing on the complexity of mathematics teaching and learning each chapter considers different aspects of this process taking a holistic approach Rich examples from

**National Reflections on the Netherlands Didactics of Mathematics** Marja Van den Heuvel-Panhuizen, 2020-01-06 This open access book inspired by the ICME 13 Thematic Afternoon on European Didactic Traditions consists of 17 chapters in which educators from the Netherlands reflect on the teaching and learning of mathematics in their country and the role of the Dutch domain specific instruction theory of Realistic Mathematics Education Written by mathematics teachers mathematics teacher educators school advisors and developers and researchers in the field of instructional material textbooks and examinations the book offers a multitude of perspectives on important issues in Dutch mathematics education both at primary and secondary school levels Topics addressed include the theoretical underpinnings of the Dutch approach the subject of mathematics in the Dutch educational system teacher education and testing the history of mathematics education and the use of history in teaching of mathematics changes over time in subject matter domains and in the use of technology and the process of innovation and how the Dutch and in particular one Dutch institute have worked on the reform

Fostering Scientific Habits of Mind , 2009-01-01 The history of human development records the courageous efforts made by the generation of teacher educators to train the school leaders who are responsible to implement educational policies They have endured the burden and challenges of the times and refined the pedagogies and education systems with many

innovative approaches As the world faces increasing uncertainties and shift to knowledge economy education plays a larger role in creating productive persons Designing and managing learning school organizations that can sustain a competitive advantage in this fast changing environment demands transformative leaders who would envision building intellectual capital for the future Many books on teacher education educational management and leadership exist in the past But most books do not keep up with the fast changing educational scene and only a few include future scenarios This book presents anticipated trends and demands of the new knowledge economy achieving goals with the use of various tools generative and collaborative efforts increasing leadership capability in dynamic and complex contexts enculturation of cutting edge knowledge for educational advancement and creation of teams that focus learning organizations The book brings together prominent and leading teacher educators and researchers from around the world to present their scholarship theories and practice case studies state of the art approaches and future oriented predictions This book embodies collective knowledge inquiry and represents professional conversations The chapters provides information on recent trends and development in teacher education the important role of educational management and leadership in educational transformations promising practices for desired outcomes The book is a critical and specialized resource that describes how transformative leadership can play an important role in achieving excellence in education The topics are covered in the book are educational leadership and effective teaching research in transformational leadership and professional development and social capital building in schools

**Modern Mathematics** Dirk De Bock, 2023-03-08 The international New Math developments between about 1950 through 1980 are regarded by many mathematics educators and education historians as the most historically important development in curricula of the twentieth century It attracted the attention of local and international politicians of teachers and of parents and influenced the teaching and learning of mathematics at all levels kindergarten to college graduate in many nations After garnering much initial support it began to attract criticism But as Bill Jacob and the late Jerry Becker show in Chapter 17 some of the effects became entrenched This volume edited by Professor Dirk De Bock of Belgium provides an outstanding overview of the New Math modern mathematics movement Chapter authors provide exceptionally high quality analyses of the rise of the movement and of subsequent developments within a range of nations The first few chapters show how the initial leadership came from mathematicians in European nations and in the United States of America The background leaders in Europe were Caleb Gattegno and members of a mysterious group of mainly French pure mathematicians who since the 1930s had published under the name of a fictitious Nicolas Bourbaki In the United States there emerged during the 1950s various attempts to improve U S mathematics curricula and teaching especially in secondary schools and colleges This side of the story climaxed in 1957 when the Soviet Union succeeded in launching Sputnik the first satellite Undoubtedly this is a landmark publication in education The foreword was written by Professor Bob Moon one of a few other scholars to have written on the New Math from an international perspective The final epilogue chapter by

Professor Geert Vanpaemel a historian draws together the overall thrust of the volume and makes links with the general history of curriculum development especially in science education including recent globalization trends

Humans-with-Media and the Reorganization of Mathematical Thinking Marcelo C. Borba, Monica E. Villarreal, 2005-03-22 This book offers a new conceptual framework for reflecting on the role of information and communication technology in mathematics education Discussion focuses on how computers writing and oral discourse transform education at an epistemological as well as a political level Building on examples research and theory the authors propose that knowledge is not constructed solely by humans but by collectives of humans and technologies of intelligence

Design Research in Education Arthur Bakker, 2018-07-06 Design Research in Education is a practical guide containing all the information required to begin a design research project Providing an accessible background to the methodological approaches used in design research as well as addressing all the potential issues that early career researchers will encounter the book uniquely helps the early career researcher to gain a full overview of design research and the practical skills needed to get their project off the ground Based on extensive experience the book also contains multiple examples of design research from both undergraduate and postgraduate students to demonstrate possible projects to the reader With easy to follow chapters and accessible question and response sections Design Research in Education contains practical advice on a wide range of topics related to design research projects including The theory of design research what it entails and when it is suitable The formulation of research questions How to structure a research project The quality of research and the methodological issues of validity and reliability How to write up your research The supervision of design research Through its theoretical grounding and practical advice Design Research in Education is the ideal introduction into the field of design based research and is essential reading for bachelor s master s and PhD students new to the field as well as to supervisors overseeing projects that use design research

Developing Thinking in Algebra John Mason, Alan Graham, Sue Johnston-Wilder, 2005-03-15 This is an incredibly interesting and thought provoking book Intended for anyone interested in developing their own mathematical thinking or of the students they teach whether at a primary level or right through to FE The book is a delightful blend of theory and practice encouraging the reader to participate to solve problems and to develop their own thinking Peter Hall Imberhorne School East Grinstead Mason Graham and Johnston Wilder have admirably succeeded in casting most of school algebra in terms of generalisation activity not just the typical numerical and geometric pattern based work but also solving quadratics and simultaneous equations graphing equations and factoring The authors raise our awareness of the scope of generalization and of the power of using this as a lens not just for algebra but for all of mathematics Professor Carolyn Kieran Departement de Mathematiques Universite du Quebec a Montreal Algebra has always been a watershed for pupils learning mathematics This book will enable you to think about yourself as a learner of algebra in a new way and thus to teach algebra more successfully overcoming difficulties and building upon skills that all learners have This book is based on

teaching principles developed by the team at The Open University's Centre for Mathematics Education which has a 20 year track record of innovative approaches to teaching and learning algebra. Written for teachers working with pupils aged 7-16 it includes numerous tasks ready for adaptation for your teaching and discusses principles that teachers have found useful in preparing and conducting lessons. This is a must-have resource for all teachers of mathematics primary or secondary and their support staff. Anyone who wishes to create an understanding and enthusiasm for algebra based upon firm research and effective practice will enjoy this book. This book is the course reader for The Open University Course ME625 Developing Algebraic Thinking.

**Exploring Probability in School** Graham A. Jones, 2006-03-30 Exploring Probability in School provides a new perspective into research on the teaching and learning of probability. It creates this perspective by recognizing and analysing the special challenges faced by teachers and learners in contemporary classrooms where probability has recently become a mainstream part of the curriculum from early childhood through high school. The authors of the book discuss the nature of probability, look at the meaning of probabilistic literacy and examine student access to powerful ideas in probability during the elementary, middle and high school years. Moreover, they assemble and analyse research-based pedagogical knowledge for teachers that can enhance the learning of probability throughout these school years. With the book's rich application of probability research to classroom practice, it will not only be essential reading for researchers and graduate students involved in probability education, it will also capture the interest of educational policy makers, curriculum personnel, teacher educators and teachers.

*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.

**The Didactical Challenge of Symbolic Calculators** Dominique Guin, 2005 While computational technologies are transforming the professional practice of mathematics, as yet they have had little impact on school mathematics. This pioneering text develops a theorized analysis of why this is and what can be done to address it. It examines the particular case of symbolic calculators equipped with

computer algebra systems in secondary education Drawing on a substantial program of French innovation and research as well as closely related studies from Australia and the Netherlands it provides rich illustrations of the many aspects of technology integration and of the ways in which these are shaped at different levels of the educational institution This text offers the first English language exposition of how an innovative synthesis of the theories of instrumentation and didactics can be used to illuminate the complexities of technology integration It offers important guidance for policy and practice through its analysis of the central role of the teacher and its identification of key principles for effective didactical design and management These distinctive features make this book essential reading for researchers teacher educators and graduate students in mathematics education and technology in education as well as for teachers of mathematics at upper secondary and university levels This is a revised English language edition of D Guin L Trouche Eds 2002 *Calculatrices symboliques Transformer un outil en un instrument de travail math matique un probl me didactique* Editions La Pens e Sauvage Grenoble

**Topics and Trends in Current Statistics Education Research** Gail Burrill, Dani Ben-Zvi, 2018-12-29 This book focuses on international research in statistics education providing a solid understanding of the challenges in learning statistics It presents the teaching and learning of statistics in various contexts including designed settings for young children students in formal schooling tertiary level students and teacher professional development The book describes research on what to teach and platforms for delivering content curriculum strategies on how to teach for deep understanding and includes several chapters on developing conceptual understanding pedagogy and technology teacher knowledge and beliefs and the challenges teachers and students face when they solve statistical problems reasoning and thinking This new research in the field offers critical insights for college instructors classroom teachers curriculum designers researchers in mathematics and statistics education as well as policy makers and newcomers to the field of statistics education Statistics has become one of the key areas of study in the modern world of information and big data The dramatic increase in demand for learning statistics in all disciplines is accompanied by tremendous growth in research in statistics education Increasingly countries are teaching more quantitative reasoning and statistics at lower and lower grade levels within mathematics science and across many content areas Research has revealed the many challenges in helping learners develop statistical literacy reasoning and thinking and new curricula and technology tools show promise in facilitating the achievement of these desired outcomes

**Teaching and Learning Algebraic Thinking with 5- to 12-Year-Olds** Carolyn Kieran, 2017-12-04 This book highlights new developments in the teaching and learning of algebraic thinking with 5 to 12 year olds Based on empirical findings gathered in several countries on five continents it provides a wealth of best practices for teaching early algebra Building on the work of the ICME 13 International Congress on Mathematical Education Topic Study Group 10 on Early Algebra well known authors such as Luis Radford John Mason Maria Blanton Deborah Schifter and Max Stephens as well as younger scholars from Asia Europe South Africa the Americas Australia and New Zealand present novel theoretical



perspectives and their latest findings The book is divided into three parts that focus on i epistemological mathematical aspects of algebraic thinking ii learning and iii teaching and teacher development Some of the main threads running through the book are the various ways in which structures can express themselves in children s developing algebraic thinking the roles of generalization and natural language and the emergence of symbolism Presenting vital new data from international contexts the book provides additional support for the position that essential ways of thinking algebraically need to be intentionally fostered in instruction from the earliest grades

Reading and Writing the World with Mathematics Eric Gutstein,2012-09-10 Mathematics education in the United States can reproduce social inequalities whether schools use either basic skills curricula to prepare mainly low income students of color for low skilled service jobs or standards based curricula to ready students for knowledge intensive positions And working for fundamental social change and rectifying injustice are rarely included in any mathematics curriculum Reading and Writing the World with Mathematics argues that mathematics education should prepare students to investigate and critique injustice and to challenge in words and actions oppressive structures and acts Based on teacher research the book provides a theoretical framework and practical examples for how mathematics educators can connect schooling to a larger sociopolitical context and concretely teach mathematics for social justice

Trends in Teaching and Learning of Mathematical Modelling Gabriele Kaiser,Werner Blum,Rita Borromeo Ferri,Gloria Stillman,2011-06-23 This book contains suggestions for and reflections on the teaching learning and assessing of mathematical modelling and applications in a rapidly changing world including teaching and learning environments It addresses all levels of education from universities and technical colleges to secondary and primary schools Sponsored by the International Community of Teachers of Mathematical Modelling and Applications ICTMA it reflects recent ideas and methods contributed by specialists from 30 countries in Africa the Americas Asia Australia and Europe Inspired by contributions to the Fourteenth Conference on the Teaching of Mathematical Modelling and Applications ICTMA14 in Hamburg 2009 the book describes the latest trends in the teaching and learning of mathematical modelling at school and university including teacher education The broad and versatile range of topics will stress the international state of the art on the following issues Theoretical reflections on the teaching and learning of modelling Modelling competencies Cognitive perspectives on modelling Modelling examples for all educational levels Practice of modelling in school and at university level Practices in Engineering and Applications

On the Teaching of Linear Algebra J.-L. Dorier,2005-12-27 This book presents the state of the art research on the teaching and learning of linear algebra in the first year of university in an international perspective It provides university teachers in charge of linear algebra courses with a wide range of information from works including theoretical and experimental issues

## **Revisiting Mathematics Education China Lectures** Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Revisiting Mathematics Education China Lectures**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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