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# Mathematical Epistemology And Psychology

**Jane Goldberg**



## **Mathematical Epistemology And Psychology:**

Mathematical Epistemology and Psychology E.W. Beth,J. Piaget,2013-03-09 One of the controversial philosophical issues of recent years has been the question of the nature of logical and mathematical entities Platonist or linguistic modes of explanation have become fashionable whilst abstractionist and constructionist theories have ceased to be so Beth and Piaget approach this problem in their book from two somewhat different points of view Beth's approach is largely historico-critical although he discusses the nature of heuristic thinking in mathematics whilst that of Piaget is psycho-genetic The major purpose of this introduction is to summarise some of the main points of their respective arguments In the first part of this book Beth makes a detailed study of the history of philosophical thinking about mathematics and draws our attention to the important role played by the Aristotelian methodology of the demonstrative sciences This he tells us is characterised by three postulates a deductivity b self-evidence and c reality The last postulate asserts that the primitive notions of a demonstrative science must have reference to a domain of real entities in order to have significance On the Aristotelian view discursive reasoning plays a major role in mathematics whilst pure intuition plays a somewhat subordinate one

Mathematical Epistemology and Psychology Evert Willem Beth,Jean Piaget,1966      Mathematical Epistemology and Psychology [by] Evert W. Beth and Jean Piaget. Translated from the French by W. Mays Evert Willem Beth,Jean Piaget,1966

*Mathematical epistemology and psychology* Evert W. Beth,Jean Piaget,1966      Mathematical epistemology and psychology Transl. from the French by W. Mays ,1966      *Where is the Mathematics in Your Math Education Research?* Xiaoheng Kitty Yan,Ami Mamolo,Igor' Kontorovich,2025-06-25 This book brings together leading researchers in mathematics education to share personal narratives of key mathematical moments or ideas that inspired surprised or helped direct their research While the fruits of research activities and products are shared at scholarly conference and journals the footprints of mathematics that ignited the research processes is often behind the scenes and only acknowledged informally To make mathematics an essential component and a determining driving force of mathematics education research more visible chapters in this book highlight the indispensable and indisputable role of mathematics in mathematics education research The book is unique and timely in addressing the essential but increasingly sidelined role of mathematics that permeates mathematics education research journals graduate programs and the personae of the next generation in the profession It renounces the shift away from mathematics and attempts to restore the place and value of mathematics by presenting elegant intriguing and substantial contributions to mathematics education that have come from keeping mathematics at the core of research pursuits Each chapter shares a journey in mathematics education research that was inspired by an affinity for mathematics and that helped shape the field as we know it Each author shares insights and reflections on the status of mathematics in the mathematics education community how it has changed and what further changes might be expected This edited volume is of major interest to the mathematics education community including mathematics educators teacher

educators researchers professional development providers and graduate students

**Handbook of the History and Philosophy of Mathematical Practice** Bharath Sriraman, 2024-04-26

The purpose of this unique handbook is to examine the transformation of the philosophy of mathematics from its origins in the history of mathematical practice to the present. It aims to synthesize what is known and what has unfolded so far as well as to explore directions in which the study of the philosophy of mathematics as evident in increasingly diverse mathematical practices is headed. Each section offers insights into the origins, debates, methodologies, and newer perspectives that characterize the discipline today. Contributions are written by scholars from mathematics, history, and philosophy as well as other disciplines that have contributed to the richness of perspectives abundant in the study of philosophy today who describe various mathematical practices throughout different time periods and contrast them with the development of philosophy.

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This book, with its exciting depth and breadth, illuminates us about the history, practice, and the very language of our subject. About the role of abstraction, of proof, and manners of proof. About the interplay of fundamental intuitions about algebraic thought in contrast to geometric thought. The richness of mathematics and the philosophy encompassing it is splendidly exhibited over the wide range of time these volumes cover, from deep Platonic and Neoplatonic influences to the most current experimental approaches. Enriched as well with vivid biographies and brilliant personal essays written by and about people who play an important role in our tradition, this extraordinary collection of essays is fittingly dedicated to the memory of Chandler Davis, Reuben Hersch, and Yuri Manin.

Barry Mazur, Gerhard Gade, University Professor, Harvard University

This encyclopedic Handbook will be a treat for all those interested in the history and philosophy of mathematics. Whether one is interested in individuals from Pythagoras through Newton and Leibniz to Grothendieck, fields, geometry, algebra, number theory, logic, probability, analysis, viewpoints from Platonism to Intuitionism, or methods, proof, experiment, computer assistance, the reader will find a multitude of chapters that inform and fascinate.

John Stillwell, Emeritus Professor of Mathematics, University of San Francisco

Recipient of the 2005 Chauvenet Prize

Dedicating a volume to the memory of three mathematicians, Chandler Davis, Reuben Hersch, and Yuri Manin, who went out of their way to show to a broader audience that mathematics is more than what they might think is an excellent initiative. Gathering authors coming from many different backgrounds but who are very strict about the essays they write was successfully achieved by the editor in chief. The result, a great source of potential

inspiration Jean Pierre Bourguignon Nicolaas Kuiper Honorary Professor at the Institut des Hautes études Scientifiques

**Math Worlds** Sal Restivo, Jean Paul Van Bendegem, Roland Fischer, 1993-03-24 An international group of distinguished scholars brings a variety of resources to bear on the major issues in the study and teaching of mathematics and on the problem of understanding mathematics as a cultural and social phenomenon All are guided by the notion that our understanding of mathematical knowledge must be grounded in and reflect the realities of mathematical practice Chapters on the philosophy of mathematics illustrate the growing influence of a pragmatic view in a field traditionally dominated by platonic perspectives In a section on mathematics politics and pedagogy the emphasis is on politics and values in mathematics education Issues addressed include gender and mathematics applied mathematics and social concerns and the reflective and dialogical nature of mathematical knowledge The concluding section deals with the history and sociology of mathematics and with mathematics and social change Contributors include Philip J Davis Helga Jungwirth Nel Noddings Yehuda Rav Michael D Resnik Ole Skovsmose and Thomas Tymoczko

**Piaget's Conception of Evolution** John Gerard Messerly, 1996 The first full length study of Jean Piaget as a philosopher and evolutionist Messerly traces Piaget's earliest conjectures about knowledge through its further developments to its mature formulation as genetic epistemology Messerly analyzes Piaget's constructivist theory of the evolution of human knowledge as continuous with yet partially transcending the biological process of adaptation to the environment Messerly's study serves as an invitation to further explorations with Piaget's theory and will interest philosophers biologists and psychologists

**18 Unconventional Essays on the Nature of Mathematics** Reuben Hersh, 2006-01-16 This book comes from the Internet Browsing the Web I stumbled on philosophers cognitive scientists sociologists computer scientists even mathematicians saying original provocative things about mathematics And many of these people had probably never heard of each other So I have collected them here This way they can read each other's work I also bring back a few provocative oldies that deserve publicity The authors are philosophers mathematicians a cognitive scientist an anthropologist a computer scientist and a couple of sociologists Among the mathematicians are two Fields Prize winners and two Steele Prize winners None are historians I regret to say but there are two historically oriented articles These essays don't share any common program or ideology The standard for admission was Nothing boring Nothing trite nothing trivial Every essay is challenging thought provoking and original Back in the 1970s when I started writing about mathematics instead of just doing mathematics I had to complain about the literature Philosophy of science was already well into its modern revival largely stimulated by the book of Thomas Kuhn But philosophy of mathematics still seemed to be mostly foundationist ping pong in the ancient style of Rudolf Carnap or Willard Van Ormond Quine The great exception was Proofs and Refutations by Imre Lakatos But that exciting book was still virtually unknown and unread by either mathematicians or philosophers I wrote an article entitled Introducing Imre Lakatos in the Mathematical Intelligencer in 1978

**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

**Piaget's Logic** Muriel Seltman,2013-01-11 The literature relating to the work of Piaget is large and still growing Some of it is Piagetian some of it is critical Most of this has been directed towards his experimental methodology and the conclusions drawn from it The justification for the present contribution lies in what the authors believe to be the special embodiment in Piagetian thought of a central theme of our time This theme is that the only possibility of truth lies in measurability and that knowledge is not recognisable unless it satisfies this criterion This work is concentrated in the first instance on Piaget s claims that mental structures are exclusively logical mathematical in form especially since this part of his work has received least attention This book was first published in 1985

*Necessary Knowledge* Leslie Smith,2017-12-06 Originally published in 1993 this monograph addresses a central problem in Piaget s work which is the temporal construction of necessary knowledge The main argument is that both normative and empirical issues are relevant to a minimally adequate account of the development of modal understanding This central argument embodies three main claims One claim is philosophical Although the concepts of knowledge and necessity are problematic there is sufficient agreement about their core elements due to the fundamental difference between truth value and modality Any account of human rationality has to respect this distinction The second claim is that this normative distinction is not always respected in psychological research on the origins of knowledge where emphasis is placed on the procedures and methods used to gain good empirical evidence An account of the initial acquisition of knowledge is not thereby an account of its legitimation in the human mind The third claim relates to epistemology Intellectual development is a process in which available knowledge is used in the construction of better knowledge The monograph identifies features of a modal model of intellectual construction whereby some form of necessary knowledge is always used Intellectual development occurs as the reduction of modal errors through the differentiation and coordination of available forms of modal understanding Piaget s work continues to provide distinctive and intelligible answers to a substantive and outstanding problem

International Perspectives on the Design of Technology-supported Learning Environments Stella Vosniadou,Erik De Corte,Robert Glaser,Heinz Mandl,2012-10-12 In

recent years the use of technology for the purposes of improving and enriching traditional instructional practices has received a great deal of attention. However, few works have explicitly examined cognitive psychological and educational principles on which technology supported learning environments are based. This volume attempts to cover the need for a thorough theoretical analysis and discussion of the principles of system design that underlie the construction of technology enhanced learning environments. It presents examples of technology supported learning environments that cover a broad range of content domains from the physical sciences and mathematics to the teaching of language and literacy. The emphasis in this book is not on the design of educational software but on the design of learning environments. A great deal of research on learning and instruction has recently moved out of the laboratory into the design of applications in instructional settings. By designing technology supported learning environments instructional scientists attempt to better understand the theories and principles that are explicit in their theories of learning. The contributors to this volume examine how factors such as social interaction, the creation of meaningful activities, the use of multiple perspectives, and the construction of concrete representations influence the acquisition of new information and transfer.

**Mental Models** Philip Nicholas Johnson-Laird, 1983. This book offers a unified theory of the major properties of mind including comprehension, inference, and consciousness. The author argues that we apprehend the world by building inner mental replicas of the relationships among objects and events that concern us. The mind is essentially a model building device that can itself be modeled on a computer. The book provides a blueprint for building such a model and numerous important illustrations of how to do it.

**Advances in Child Development and Behavior**, 1987-09-02. *Advances in Child Development and Behavior Handbook of*

*Whiteheadian Process Thought* Michel Weber, 2013-04-30. Gathering 115 entries written by 101 internationally renowned experts in their fields, the *Handbook of Whiteheadian Process Thought* aims at canvassing the current state of knowledge in Whiteheadian scholarship and at identifying promising directions for future investigations through internal cross-elucidation and external interdisciplinary development. Two kinds of entries are weaved together in order to interpret Whitehead *secundum* Whitehead and to read him from the vantage point of interdisciplinary and crossdisciplinary research. The thematic entries provide i) a broad contextualisation of the issue at stake, ii) a focus on Whitehead's treatment of any or of a possible Whiteheadian treatment of the issue, iii) a history of relevant scholarship, iv) a personal assessment by the Author. The biographical entries provide i) a brief vita of the targeted thinker, ii) a sketch of his/her categories relevant to the Whiteheadian scholarship, iii) a personal assessment of the actual or possible Whiteheadian semantic transfer to or from the thinker.

**The Developing Individual in a Changing World** John A. Meacham, 2017-07-12. This two-volume work levels both criticism and challenge to traditional developmental psychology. For too long developmental psychologists have been studying individuals as if they developed in a sociocultural vacuum. As psychologists began to study the individual's development more broadly, they considered the impact of a number of other factors in the physical and social environment: early education, sociocultural

differences mass communication alternative living arrangements and medical care to name but a few Volume I Historical and Cultural Issues examines the problems of behavioral development from historical political theoretical and cultural points of view A number of content areas already familiar to developmental psychologists are discussed Piaget s theory perceptual development socialization and language acquisition In addition topics relatively unfamiliar to American psychologists are included the contribution of early European developmentalists such as William and Clara Stern Alfred Binet and Eduard Spranger and an introduction to recent Soviet developmental theory Volume II Social and Environmental Issues considers the effects of changes in social and environmental conditions upon individual development The expanding impact of technology such as the communications media the importance of nutrition and the design of playgrounds and other spaces for growing children are among the changes examined as are the impact of social organizations and interactions within small groups focusing upon preschool education interaction within the family and personality development throughout the individual s life

**The developing individual in a changing world, Teil 1: Historical and cultural issues** Klaus F. Riegel, John A. Meacham, 2019-11-05 No detailed description available for The developing individual in a changing world Teil 1 Historical and cultural issues

**The Developing Individual in a Changing World** Jane Goldberg, 2017-07-12 This two volume work levels both criticism and challenge to traditional developmental psychology For too long developmental psychologists have been studying individuals as if they developed in a sociocultural vacuum As psychologists began to study the individual s development more broadly they considered the impact of a number of other factors in the physical and social environment early education sociocultural differences mass communication alternative living arrangements and medical care to name but a few Volume I Historical and Cultural Issues examines the problems of behavioral development from historical political theoretical and cultural points of view A number of content areas already familiar to developmental psychologists are discussed Piaget s theory perceptual development socialization and language acquisition In addition topics relatively unfamiliar to American psychologists are included the contribution of early European developmentalists such as William and Clara Stern Alfred Binet and Eduard Spranger and an introduction to recent Soviet developmental theory Volume II Social and Environmental Issues considers the effects of changes in social and environmental conditions upon individual development The expanding impact of technology such as the communications media the importance of nutrition and the design of playgrounds and other spaces for growing children are among the changes examined as are the impact of social organizations and interactions within small groups focusing upon preschool education interaction within the family and personality development throughout the individual s life



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