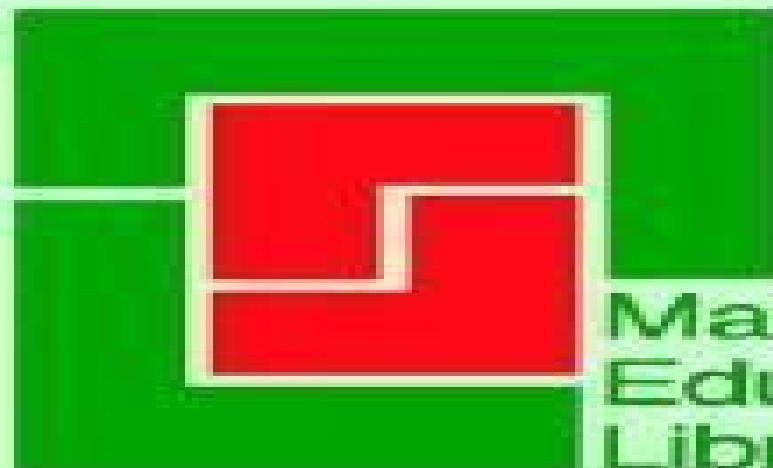


# Radical Constructivism in Mathematics Education

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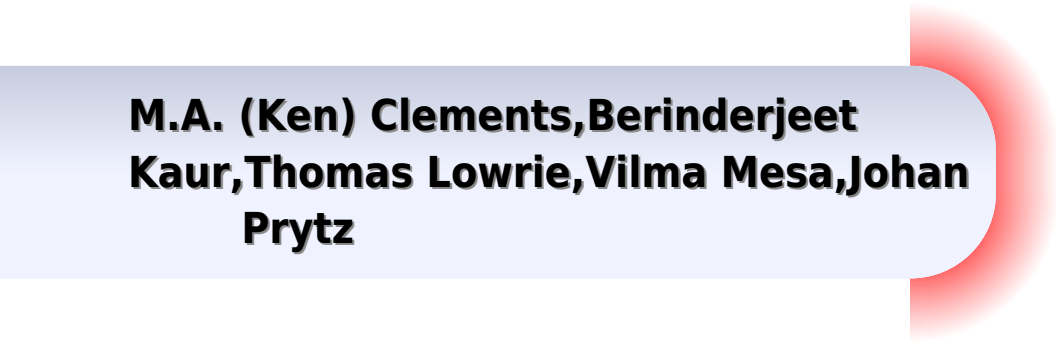


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# Radical Constructivism In Mathematics Education

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## **Radical Constructivism In Mathematics Education:**

Radical Constructivism in Mathematics Education E. von Glasersfeld, 1991-06-30 Mathematics is the science of acts without things and through this of things one can define by acts 1 Paul Valéry The essays collected in this volume form a mosaic of theory research and practice directed at the task of spreading mathematical knowledge They address questions raised by the recurrent observation that all too frequently the present ways and means of teaching mathematics generate in the student a lasting aversion against numbers rather than an understanding of the useful and sometimes enchanting things one can do with them Parents teachers and researchers in the field of education are well aware of this dismal situation but their views about what causes the wide spread failure and what steps should be taken to correct it have so far not come anywhere near a practicable consensus The authors of the chapters in this book have all had extensive experience in teaching as well as in educational research They approach the problems they have isolated from their own individual perspectives Yet they share both an overall goal and a specific fundamental conviction that characterized the efforts about which they write here The common goal is to find a better way to teach mathematics The common conviction is that knowledge cannot simply be transferred ready made from parent to child or from teacher to student but has to be actively built up by each learner in his or her own mind

**Radical Constructivism in Mathematics Education** E. von Glasersfeld, 2014-01-15

**Radical Constructivism in Action** Leslie P. Steffe, Patrick W. Thompson, 2002-11-01 Over the last twenty five years Ernst von Glasersfeld has had a tremendous impact on mathematics and science education through his fundamental insights into the nature of knowledge and knowing Radical Constructivism in Action is a new volume of papers honouring his work by building on his model of knowing The contributions by leading researchers present constructivism in action tying the authors actions regarding practical problems of mathematics and science education philosophy and sociology to their philosophical constraints giving meaning to constructivism operationally The book begins with a retrospective analogy between radical constructivism's emergence and changes in what is thought of as certain scientific knowledge It aims to increase understanding of constructivism and Glasersfeld's achievement and is vibrant evidence of the continued vitality of research in the constructivism tradition

**RADICAL CONSTRUCTIVISM** Ernst von Glasersfeld, 2013-08-06 First Published in 1995 In the past decade or two the most important theoretical perspective to emerge in mathematics education has been that of constructivism This burst onto the international scene at the controversial Eleventh International Conference on the Psychology of Mathematics Education in Montreal in the summer of 1987 No one there will forget von Glasersfeld's authoritative plenary presentation on radical constructivism and his replies to critics Ironically the conference at which attacks on radical constructivism were perhaps intended to expose fatally its weaknesses served as a platform from which the theory was launched to widespread international acceptance and approbation Radical constructivism is a theory of knowing that provides a pragmatic approach to questions about reality truth language and human understanding It breaks

with the philosophical tradition and proposes a conception of knowledge that focuses on experiential fit rather than metaphysical truth. It claims to be a useful approach, not the revelation of a timeless world. The ten chapters of this book present different facets in an elegantly written and thoroughly argued account of this epistemological position, providing a profound analysis of its central concepts.

**Radical Constructivism ; ...** Glasersfeld, 1995 Key Works in Radical Constructivism Ernst von Glasersfeld, 2007-01-01

Key Works on Radical Constructivism brings together a number of essays by Ernst von Glasersfeld that illustrate the application of a radical constructivist way of thinking in the areas of education, language, theory of knowledge, and the analysis of a few concepts that are indispensable in almost everything we think and do. Ernst von Glasersfeld's work opens a window on how we know what we know. The present work grew out of a desire to make more accessible this line of thought to highlight its originality and consistency and to illustrate its fecundity in the domains of cognition and learning. The first three parts of this book contain texts by Glasersfeld that outline the constructivist approach and explicate the frequently drastic reconceptualizations he has suggested. Both the last part and the postscript consist of commentaries by Edith Ackermann, Jacques D. Sautels, Gerard Fourez, Leslie P. Steffe, and Kenneth Tobin, scholars in the fields that Glasersfeld has been concerned with. They examine a number of critical aspects pertaining to radical constructivism's current and future development, often tracing out paths that warrant further exploration and reflection, in particular concerning the sociopolitical dimension of knowledge. Key Works on Radical Constructivism is intended as a reference book for researchers, educators, and students of education and for anyone interested in grasping or deepening their grasp of radical constructivism's tenets, ambitions, and concerns. Readers will discover in this collection of firsthand contributions the contours of a bold contemporary debate about a most compelling current of thought.

**Investigating Mathematics Teaching** Barbara Jaworski, 1994. The author charts her developing ideas as she undertakes a several-year-long inquiry into an investigative constructivist approach to mathematics teaching. She presents an account of constructivism as a philosophy of knowledge and learning, provides a rationale for the research methods she employs, and details case studies in the teaching and thinking of three teachers. The research took place in the UK before the introduction of the National Curriculum.

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**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

**Critical Mathematics Education** Ole Skovsmose, 2023-02-28 The book Critical Mathematics Education provides Ole Skovsmose's recent contribution to the further development of critical mathematics education It gives examples of learning environments which invite students to engage in investigative processes It discusses how mathematics can be used for identifying cases of social injustice and it shows how mathematics itself can become investigated critically Critical Mathematics Education addresses issues with respect to racism oppression erosion of democracy sustainability formatting power of mathematics and banality of mathematical expertise It explores relationships between mathematics ethics crises and critique Ole Skovsmose has published what I might call his magnum opus a 280 page synthesis and extension of his work simply called Critical Mathematics Education In it he brings together his deep philosophical understanding and theorisation of mathematics itself mathematics in society from a critical perspective and mathematics in the teaching learning and formation of students For the mathematics education community especially those concerned with social justice philosophy critical pedagogy and the nature of mathematics this is likely to be the publishing event of the year In this book he offers something lacking in the literature a philosophy of applied mathematics as well as much more Paul Ernest Emeritus Professor University of Exeter UK

**Handbook of Research on the Psychology of Mathematics Education**, 2006-01-01 This volume is a compilation of the research produced by the International Group for the Psychology of Mathematics Education PME since its creation 30 years ago It has been written to become an essential reference for Mathematics Education research in the coming years The chapters offer summaries and synthesis of the research produced by the PME Group presented to let the readers grasp the evolution of paradigms questions methodologies and most relevant research results during the last 30 years They also include extensive lists of references Beyond this the chapters raise the main current research questions and suggest directions for future research The handbook is divided into five sections devoted to the main research domains of interest to the PME Group 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 Finally the fifth section includes two chapters summarizing the PME research on teacher training and professional life of mathematics teachers The volume is the result of the effort of 30 authors and 26 reviewers Most of them are

recognized leading PME researchers with great expertise on the topic of their chapter This handbook shall be of interest to both experienced researchers and doctoral students needing detailed synthesis of the advances and future directions of research in Mathematics Education and also to mathematics teacher trainers who need to have a comprehensive reference as background for their courses on Mathematics Education

*Dialogue and Learning in Mathematics Education* Helle Alrø, Ole Skovsmose, 2006-01-02 Dialogue and Learning in Mathematics Education is concerned with communication in mathematics class rooms In a series of empirical studies of project work we follow students inquiry cooperation as well as students obstructions to inquiry cooperation Both are considered important for a theory of learning mathematics Special attention is paid to the notions of dialogue and critique A central idea is that dialogue supports critical learning of mathematics The link between dialogue and critique is developed further by including the notions of intention and reflection Thus a theory of learning mathematics is developed which is resonant with critical mathematics education

*Handbook of International Research in Mathematics Education* Lyn D. English, David Kirshner, 2015-07-30 This third edition of the Handbook of International Research in Mathematics Education provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner this collection brings together overviews and advances in mathematics education research spanning established and emerging topics diverse workplace and school environments and globally representative research priorities New perspectives are presented on a range of critical topics including embodied learning the theory practice divide new developments in the early years educating future mathematics education professors problem solving in a 21st century curriculum culture and mathematics learning complex systems critical analysis of design based research multimodal technologies and e textbooks Comprised of 12 revised and 17 new chapters this edition extends the Handbook s original themes for international research in mathematics education and remains in the process a definitive resource for the field

*Democracy and Mathematics Education* Kurt Stenhagen, Catherine Henney, 2021-05-06 In Democracy and Mathematics Education Kurt Stenhagen and Catherine Henney develop a way of thinking about the nature and purposes of math that is inclusive participatory and thoroughly human They use these ideas to create a school mathematics experience that can enhance students math abilities and democratic potential They locate mathematics origins in human activity and highlight the rich but often overlooked links between mathematical activity and democratic social practices Democratic mathematics education foregrounds student inquiry and brings to light the moral dimensions of a discipline that has both remarkable utility and inevitable limitations For math educators the book s humanities approach helps to see the subject anew For philosophers it provides an important real world context for wrestling with perennial and timely questions engaging democratic and evolutionary theory to transform school math This alternative approach to mathematics and mathematics education provides a guide for how to use math to make democracy a larger part of school and wider social life

2021 Winner of the AESA Critics Choice Book Award

**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. *Piaget's Genetic Epistemology for Mathematics Education Research* Paul Christian Dawkins, Amy J. Hackenberg, Anderson Norton, 2024-01-02

The book provides an entry point for graduate students and other scholars interested in using the constructs of Piaget's genetic epistemology in mathematics education research. Constructs comprising genetic epistemology form the basis for some of the most well-developed theoretical frameworks available for characterizing learning, particularly in mathematics. The depth and complexity of Piaget's work can make it challenging to find adequate entry points for learners, not least because it requires a reorientation regarding the nature of mathematical knowledge itself. This volume gathers leading scholars to help address that challenge. The main section of the book presents key Piagetian constructs for mathematics education research, such as schemes and operations, figurative and operative thought, images and meanings, and decentering. The chapters that discuss these constructs include examples from research and address how these constructs can be used in research. There are two chapters on various types of reflective abstraction, because this construct is Piaget's primary tool for characterizing the advancement of knowledge. The later sections of the book contain commentaries reflecting on the contributions of the body of theory developed in the first section. They connect genetic epistemology to current research domains, such as equity and the latest in educational psychology. Finally, the book closes with short chapters portraying how scholars are using these tools in specific arenas of mathematics education research, including in special education, early childhood education, and statistics education. *Encyclopedia of Mathematics Education* Louise

Grinstein, Sally I. Lipsey, 2001-03-15 This single-volume reference is designed for readers and researchers investigating national and international aspects of mathematics education at the elementary, secondary, and post-secondary levels. It contains more than 400 entries arranged alphabetically by headings of greatest pertinence to mathematics education. The scope is comprehensive, encompassing all major areas of mathematics education, including assessment, content, and instructional procedures, curriculum enrichment, international comparisons, and psychology of learning and instruction.

**Equity In Mathematics Education** Gabriele Kaiser, 2005-08-08 Provides an overview of current thinking about equity issues in the teaching and learning of mathematics. This text examines how better instructional practices and understanding of the nature of the mathematical enterprise can overcome the systemic obstacles that have blocked women's participation.

**A Journey in Mathematics Education Research** Erna Yackel, Koeno Gravemeijer, Anna Sfard, 2010-11-30 Our objective

is to publish a book that lays out the theoretical constructs and research methodologies within mathematics education that have been developed by Paul Cobb and explains the process of their development. We propose to do so by including papers in which Cobb introduced new theoretical perspectives and methodologies into the literature, each preceded by a substantive accompanying introductory paper that explains the motivation, rationale for developing the new perspectives and/or methodologies and the processes through which they were developed, and Cobb's own retrospective comments. In this way, the book provides the reader with heretofore unpublished material that lays out in considerable detail the issues and problems that Cobb has confronted in his work that from his viewpoint required theoretical and methodological shifts, advances, and provides insight into how he has achieved the shifts, advances. The result will be a volume that, in addition to explaining Cobb's contributions to the field of mathematics education, also provides the reader with insight into what is involved in developing an aggressive and evolving research program. When Cobb confronts problems and issues in his work that cannot be addressed using his existing theories and frameworks, he looks to other fields for theoretical inspiration. A critical feature of Cobb's work is that in doing so, he consciously appropriates and adapts ideas from these other fields to the purpose of supporting processes of learning and teaching mathematics. He does not simply accept the goals or motives of those fields. As a result, Cobb reconceptualizes and reframes issues and concepts so that they result in new ways of investigating, exploring, and explaining phenomena that he encounters in the practical dimensions of his work, which include working in classrooms with teachers and with school systems. The effect is that the field of mathematics education is altered. Other researchers have found his new ways of looking useful to them, and they in turn adapt these ideas for their own use. The complexity of many of the ideas that Cobb has introduced into the field of mathematics education can lead to a multiplicity of interpretations by practitioners and by other researchers based on their own experiential backgrounds. Therefore, by detailing the development of Cobb's work, including the tensions involved in coming to grips with and reconciling apparently contrasting perspectives, the book will shed additional light on the processes of reconceptualization and thus help the reader to understand the reasons, mechanisms, and outcomes of researchers' constant pursuit of new insights.

**The Practice of Constructivism in Science Education** Kenneth George Tobin, 1993. First Published in 1994. Routledge is an imprint of Taylor & Francis, an informal company. *Fourth International Handbook of Mathematics Education* M.A. (Ken) Clements, Berinderjeet Kaur, Thomas Lowrie, Vilma Mesa, Johan Prytz, 2024-11-19. This fourth international handbook discusses developments not recognized or dealt with fully in the first three Springer Mathematics Education handbooks and tackles controversial issues in the field. After starting with a provocative introductory chapter which asks whether controversy is a healthy feature of international mathematics education, the four following sections cover: a) mathematics education in Asia, b) the roles of theory in research and practice, c) equity and social justice, and d) curriculum and change. These themes are taken up in 28 chapters by 60 authoritative authors from all continents. Each of the four sections is structured on the basis of past



present and future aspects Like the first three mathematics education handbooks this handbook provides a very valuable resource for teachers mathematics education practitioners and researchers education policy makers and mathematicians as well as graduate and undergraduate students

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