

Constructing Mathematical Knowledge: Epistemology and Mathematical Education

Edited by

Paul Ernest



Constructing Mathematical Knowledge

Patricia Howard



Constructing Mathematical Knowledge:

Constructing Mathematical Knowledge Paul Ernest, 2012-10-12 First published in 1994 This book and its companion volume *Mathematics Education and Philosophy An International Perspective* are edited collections Instead of the sharply focused concerns of the research monograph the books offer a panorama of complementary and forward looking perspectives They illustrate the breadth of theoretical and philosophical perspectives that can fruitfully be brought to bear on the mathematics and education The emphasis of this book is on epistemological issues encompassing multiple perspectives on the learning of mathematics as well as broader philosophical reflections on the genesis of knowledge It explores constructivist and social theories of learning and discusses the role of the computer in light of these theories *Constructing Mathematical Knowledge* Paul Ernest, 2012-10-12 First published in 1994 This book and its companion volume *Mathematics Education and Philosophy An International Perspective* are edited collections Instead of the sharply focused concerns of the research monograph the books offer a panorama of complementary and forward looking perspectives They illustrate the breadth of theoretical and philosophical perspectives that can fruitfully be brought to bear on the mathematics and education The emphasis of this book is on epistemological issues encompassing multiple perspectives on the learning of mathematics as well as broader philosophical reflections on the genesis of knowledge It explores constructivist and social theories of learning and discusses the role of the computer in light of these theories **Constructing Mathematical Knowledge ...**, 1994 *The Mathematics in Our Hands* Christina M Krause, 2016-01-08 In her empirical study Christina Krause investigates how gestures can contribute to epistemic processes in social interactions She expands the traditional speech based approach to analyzing social processes of constructing mathematical knowledge by employing a multimodal perspective Adopting a semiotic approach she takes into account two functions of gestures as signs used by the participants of the social interaction the representational function concerns the ways in which gestures take part in referring to a mathematical object in processes of knowledge construction and the epistemic function relates to the ways in which they can contribute to the performance of collective epistemic actions The results of this study reveal that gestures influence the epistemic process significantly more than previously thought and indicate factors underlying this influence *Constructing Mathematical Knowledge Using Multiple Representations: A Case Study of a Grade One Teacher* Limin Jao, 2009 This study examined how an elementary teacher fostered student mathematical understanding and the strategies that she used to help students learn mathematical concepts A case study of a Grade 1 teacher is described based on qualitative data from interviews and classroom observation sessions using a peer coaching model The evidence from the study suggests that this teacher benefited from professional development opportunities to gain deeper insights regarding her teaching practices There were five major findings 1 enthusiasm for improving her practices was necessary to successfully meet her goals 2 this teacher's role in the classroom was important to facilitate the construction of knowledge 3 the classroom was an environment

where her students felt safe 4 a variety of tasks and strategies that students of varied abilities interests and aptitudes can enjoy were used and 5 multiple representations including the use of manipulatives were used to scaffold the construction of knowledge Word Problems Harold Torrance,2001-01-15 Students will use creative thinking skills while determining and using basic math operations to solve the problems *Constructing Mathematical Knowledge & Building Numeracy Skills* Steven Nisbet,2009 **Social Constructivism as a Philosophy of Mathematics** Paul Ernest,1998-01-01 Extends the ideas of social constructivism to the philosophy of mathematics developing a powerful critique of traditional absolutist conceptions of mathematics and proposing a reconceptualization of the philosophy of mathematics Constructing Mathematical Knowledge in the Malaysian Classroom Noraini Idris,2004 **Word Problems** Patricia Howard,2001-01-15 Students will use creative thinking skills while determining and using basic math operations to solve the problems Co-constructing Mathematical Knowledge Through Mathematical Talk in Three Welsh Language Primary School Classrooms in South Wales Neil Vaughan Pike,2004 **Mathematical Knowledge: Its Growth Through Teaching** Alan Bishop,Stieg Mellin-Olsen,Joop van Dormolen,2013-11-27 In the first BACOMET volume different perspectives on issues concerning teacher education in mathematics were presented B Christiansen A G Howson and M Otte Perspectives on Mathematics Education Reidel Dordrecht 1986 Underlying all of them was the fundamental problem area of the relationships between mathematical knowledge and the teaching and learning processes The subsequent project BACOMET 2 whose outcomes are presented in this book continued this work especially by focusing on the genesis of mathematical knowledge in the classroom The book developed over the period 1985 9 through several meetings much discussion and considerable writing and redrafting Our major concern was to try to analyse what we considered to be the most significant aspects of the relationships in order to enable mathematics educators to be better able to handle the kinds of complex issues facing all mathematics educators as we approach the end of the twentieth century With access to mathematics education widening all the time with a multi tude of new materials and resources being available each year with complex cultural and social interactions creating a fluctuating context of education with all manner of technology becoming more and more significant and with both informal education through media of different kinds and non formal education courses of training etc growing apace the nature of formal mathematical education is increasingly needing analysis *Mathematization* Kateri Thunder,2011 **Mathematics Teachers in Transition** Elizabeth Fennema,Barbara Scott Nelson,2013-04-03 This book addresses the need of professional development leaders and policymakers for scholarly knowledge about influencing teachers to modify mathematical instruction to bring it more in alignment with the recommendations of the current reform movement initiated by the National Council of Teachers of Mathematics The book presents theoretical perspectives for studying analyzing and understanding teacher change descriptions of contextual variables to be considered as one studies and attempts to understand teacher change and descriptions of professional development programs that resulted in teacher

change One chapter builds a rationale for looking to developmental psychology for guidance in constructing models of reconstructing new forms of mathematical instruction Another highlights the relevance to mathematics teacher development of research based knowledge about how children construct mathematical ideas Other chapters explore the relationships between the various contexts of schooling and instructional change Included also are chapters that describe and analyze major reform efforts designed to assist teachers in modifying their instructional practices Cognitively Guided Instruction Math Cubed Project Impact Mathematics in Context and the Case Based Project Finally the current state of knowledge about encouraging teachers to modify their instruction is discussed the implications of major research and implementation findings are suggested and some of the major questions that need to be addressed are identified such as what we have learned about teacher change

Five Faces of Mathematical Knowledge Building Thomas E. Kieren, University of Alberta. Department of Secondary Education, 1980*

Quantitative Measures of Mathematical Knowledge Jonathan Bostic, Erin Krupa, Jeffrey Shih, 2019-04-29 The aim of this book is to explore measures of mathematics knowledge spanning K 16 grade levels By focusing solely on mathematics content such as knowledge of mathematical practices knowledge of ratio and proportions and knowledge of abstract algebra this volume offers detailed discussions of specific instruments and tools meant for measuring student learning Written for assessment scholars and students both in mathematics education and across educational contexts this book presents innovative research and perspectives on quantitative measures including their associated purpose statements and validity arguments

Mathematics as a Constructive Activity Anne Watson, John Mason, 2006-04-21 Explains and demonstrates the role of examples in the teaching and learning of mathematics and their place in mathematics generally at all levels Includes a combination of exercises for the reader practical applications for teaching and solid scholarly grounding

Pathways to Linking Formal and Informal Knowledge Bryan James Moseley, 2000

The Origins of Mathematical Knowledge in Childhood Catherine Sophian, 2017-09-25 This book examines the origins and development of children's mathematical knowledge It contrasts the widely held view that counting is the starting point for mathematical development with an alternative comparison of quantities position According to the comparison of quantities position the concept of number builds upon more basic concepts of equality inequality and less than and greater than relations which derive from comparisons between unenumerated quantities such as lengths The concept of number combines these basic comparative concepts with the concept of a unit of measure which allows one quantity to be described as a multiple of another Sophian examines these alternative accounts of children's developing mathematical knowledge in the light of research on children's counting on their reasoning about continuous quantities such as length and area on the development of the concept of unit on additive and multiplicative reasoning and on knowledge about fractions In the closing chapters Sophian draws out the developmental and the educational implications of the research and theory presented Developmentally the comparison of quantities position undermines the idea that numerical knowledge develops through domain specific

learning mechanisms in that it links numerical development both to physical knowledge about objects which is the starting point for the concept of unit and to the acquisition of linguistic number terms Instructionally the comparison of quantities perspective diverges from the counting first perspective in that it underscores the continuity between whole number arithmetic and fraction learning that stems from the importance of the concept of unit for both Building on this idea Sophian advances three instructional recommendations First instruction about numbers should always be grounded in thinking about quantities and how numbers represent the relations between them second instruction in the early years should always be guided by a long term perspective in which current objectives are shaped by an understanding of their role in the overall course of mathematics learning and third instruction should be directly toward promoting the acquisition of the most general mathematical knowledge possible The Origins of Mathematical Knowledge in Childhood is intended for researchers professionals and graduate students in developmental psychology educational psychology and mathematics education and as a supplementary text for advanced undergraduate courses in cognitive development educational psychology and mathematics education *Transforming Children's Mathematics Education* Leslie P. Steffe, Terry Wood, 2013-11-05 Eminent scholars from around the globe gathered to discuss how educational systems would change if the prevailing principles of constructivism were applied to three major aspects of those systems knowledge and learning communication and environment This volume provides documentation of the proceedings of this important meeting the Early Childhood Action Group of the Sixth International Congress on Mathematics Education This international assembly representing such diverse disciplines as mathematics and math education epistemology philosophy cognitive science psycholinguistics and science education is the first to examine early childhood mathematics education from constructivist and international perspectives in addition to formulating recommendations for future work in the field

Unveiling the Power of Verbal Beauty: An Emotional Sojourn through **Constructing Mathematical Knowledge**

In some sort of inundated with screens and the cacophony of instantaneous communication, the profound power and emotional resonance of verbal beauty often fade in to obscurity, eclipsed by the continuous assault of sound and distractions. However, nestled within the lyrical pages of **Constructing Mathematical Knowledge**, a interesting perform of fictional brilliance that pulses with raw thoughts, lies an unforgettable trip waiting to be embarked upon. Composed with a virtuoso wordsmith, that interesting opus instructions visitors on a psychological odyssey, gently exposing the latent potential and profound influence embedded within the complicated internet of language. Within the heart-wrenching expanse with this evocative examination, we will embark upon an introspective exploration of the book is central themes, dissect their captivating publishing design, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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