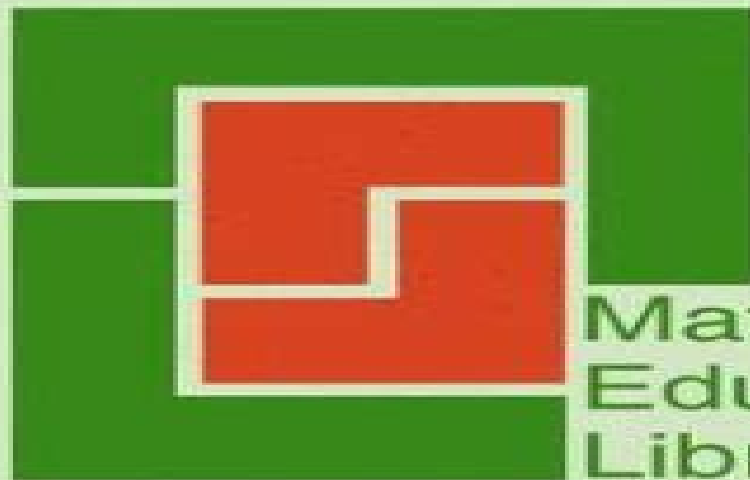


The Construction of New Mathematical Knowledge in Classroom Interaction

An Epistemological Perspective

Heinz Steinbring



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Construction Of New Mathematical Knowledge In Classroom Interaction An Epistemological Perspective:

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

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Theory and Practice of Lesson Study in

Mathematics Rongjin Huang, Akihiko Takahashi, João Pedro da Ponte, 2019-05-28 This book brings together and builds on the current research efforts on adaptation conceptualization and theorization of Lesson Study LS It synthesizes and illustrates major perspectives for theorizing LS and enriches the conceptualization of LS by interpreting the activity as it is used in Japan and China from historical and cultural perspectives Presenting the practices and theories of LS with practicing teachers and prospective teachers in more than 10 countries it enables the reader to take a comparative perspective Finally the book presents and discusses studies on key aspects of LS such as lesson planning post lesson discussion guiding theories

connection between research and practice and upscaling Lesson Study which has originated in Asia as a powerful effective professional development model has spread globally Although the positive effects of lesson study on teacher learning student learning and curriculum reforms have been widely documented conceptualization of and research on LS have just begun to emerge This book including 38 chapters contributed by 90 scholars from 21 countries presents a truly international collaboration on research on and adaptation of LS and significantly advances the development of knowledge about this process Chapter 15 How Variance and Invariance Can Inform Teachers Enactment of Mathematics Lessons of this book is available open access under a CC BY 4.0 license at link.springer.com Theory and Practice of Lesson Study in Mathematics An International Perspective shows that the power of Lesson Study to transform the role of teachers in classroom research cannot be explained by a simple replication model Here we see Lesson Study being successful internationally when its key principles and practices are taken seriously and are adapted to meet local issues and challenges Max Stephens Senior research fellow at The University of Melbourne It works Instruction improves learning improves Wide scale Enduring Deep impact Lesson study has it When something works as well as lesson study does while alternative systems for improving instruction fail or only succeed on small scale or evaporate as quickly as they show promise it is time to understand how and why lesson study works This volume brings the research on lesson study together from around the world Here is what we already know and here is the way forward for research and practice informed by research It is time to wake up and pay attention to what has worked so well on wide scale for so long Phil Dara A leading author of the Common Core State Standards of Mathematics in the U.S. [Mathematics Education and Technology-Rethinking the Terrain](#) Celia Hoyles, Jean-Baptiste Lagrange, 2009-10-09 Mathematics Education and Technology Rethinking the Terrain revisits the important 1985 ICMI Study on the influence of computers and informatics on mathematics and its teaching The focus of this book resulting from the seventeenth Study led by ICMI is the use of digital technologies in mathematics teaching and learning in countries across the world Specifically it focuses on cultural diversity and how this diversity impinges on the use of digital technologies in mathematics teaching and learning Within this focus themes such as mathematics and mathematical practices learning and assessing mathematics with and through digital technologies teachers and teaching design of learning environments and curricula implementation of curricula and classroom practice access equity and socio cultural issues and connectivity and virtual networks for learning serve to organize the study and bring it coherence Providing a state of the art view of the domain with regards to research innovating practices and technological development Mathematics Education and Technology Rethinking the Terrain is of interest to researchers and all those interested in the role that digital technology plays in mathematics education [The Handbook of Mathematics Teacher Education: Volume 3](#), 2008-01-01 This Handbook of Mathematics Teacher Education the first of its kind addresses the learning of mathematics teachers at all levels of schooling to teach mathematics and the provision of activity and programmes in which this learning can take place It consists

of four volumes VOLUME 3 Participants in Mathematics Teacher Education Individuals Teams Communities and Networks addresses the who question of mathematics teacher education The authors focus on the various kinds of participants in mathematics teacher education professional development and reform initiatives The chapters deal with prospective and practising teachers as well as with teacher educators as learners and with schools districts and nations as learning systems

Mathematical Knowledge in Teaching Tim Rowland,Kenneth Ruthven,2011-01-06 The quality of primary and secondary school mathematics teaching is generally agreed to depend crucially on the subject related knowledge of the teacher However there is increasing recognition that effective teaching calls for distinctive forms of subject related knowledge and thinking Thus established ways of conceptualizing developing and assessing mathematical knowledge for teaching may be less than adequate These are important issues for policy and practice because of longstanding difficulties in recruiting teachers who are confident and conventionally well qualified in mathematics and because of rising concern that teaching of the subject has not adapted sufficiently The issues to be examined in Mathematical Knowledge in Teaching are of considerable significance in addressing global aspirations to raise standards of teaching and learning in mathematics by developing more effective approaches to characterizing assessing and developing mathematical knowledge for teaching

Networking of Theories as a Research Practice in Mathematics Education Angelika Bikner-Ahsbahs,Susanne Prediger,2014-08-25 How can we deal with the diversity of theories in mathematics education This was the main question that led the authors of this book to found the Networking Theories Group Starting from the shared assumption that the existence of different theories is a resource for mathematics education research the authors have explored the possibilities of interactions between theories such as contrasting coordinating and locally integrating them The book explains and illustrates what it means to network theories it presents networking as a challenging but fruitful research practice and shows how the Group dealt with this challenge considering five theoretical approaches namely the approach of Action Production and Communication APC the Theory of Didactical Situations TDS the Anthropological Theory of the Didactic ATD the approach of Abstraction in Context AiC and the Theory of Interest Dense Situations IDS A synthetic presentation of each theory and their connections shows how the activity of networking generates questions at the theoretical methodological and practical levels and how the work on these questions leads to both theoretical and practical progress The core of the book consists of four new networking case studies which illustrate what exactly can be gained by this approach and what kind of difficulties might arise

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

Developing Research in Mathematics Education Tommy Dreyfus, Michèle Artigue, Despina Potari, Susanne Prediger, Kenneth Ruthven, 2018-04-27

Developing Research in Mathematics Education is the first book in the series New Perspectives on Research in Mathematics Education to be produced in association with the prestigious European Society for Research in Mathematics Education This inaugural volume sets out broad advances in research in mathematics education which have accumulated over the last 20 years through the sustained exchange of ideas and collaboration between researchers in the field An impressive range of contributors provide specifically European and complementary global perspectives on major areas of research in the field on topics that include the content domains of arithmetic geometry algebra statistics and probability the mathematical processes of proving and modeling teaching and learning at specific age levels from early years to university teacher education teaching and classroom practices special aspects of teaching and learning mathematics such as creativity affect diversity technology and history theoretical perspectives and comparative approaches in mathematics education research This book is a fascinating compendium of state of the art knowledge for all mathematics education researchers graduate students teacher educators and curriculum developers worldwide

Journal for Research in Mathematics Education ,2006 **American Book Publishing Record** ,2005

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 empathise 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 rile of the computer in light of these theories

The British National Bibliography Arthur James Wells, 2006

The Construction of Sciences in a High School Genetics Class Elizabeth Finkel, 1993

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Transformation of Knowledge through Classroom Interaction Baruch Schwarz, Tommy Dreyfus, Rina Hershkowitz, 2009-05-07 Classrooms provide extremely varied settings in which learning may take place including teacher led conversations small group unguided discussions individual problem solving or computer supported collaborative learning CSCL Transformation of Knowledge through Classroom Interaction examines and evaluates different ways which have been used to support students learning in classrooms using mathematics and science as a model to examine how different types of interactions contribute to students participation in classroom activity and their understanding of concepts and their practical applications The contributions in this book offer rich descriptions and ways of understanding how learning occurs in both traditional and non traditional settings Combining theoretical perspectives with practical applications the book includes discussions of the roles of dialogue and argumentation in constructing knowledge the role of guidance in constructing knowledge abstracting processes in mathematics and science classrooms the effect of environment media and technology on learning processes methodologies for tracing transformation of knowledge in classroom interaction Bringing together a broad range of contributions from leading international researchers this book makes an important contribution to the field of classroom learning and will appeal to all those engaged in academic research in education

Practice in a Radical Constructivist Setting Erick Smith, 1993

Mathematical Knowledge and Individual Experience Maria Bellini Alves Monteiro, 1994

The Culture of the Mathematics Classroom Falk Seeger, Jörg Voigt, Ute Waschescio, 1998-08-13 An examination of the mathematics classroom as a social process

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

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