

# SOCIAL CONSTRUCTIVISM AS A PHILOSOPHY OF MATHEMATICS

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# Social Constructivism As A Philosophy Of Mathematics

**Peter Gates**



## **Social Constructivism As A Philosophy Of Mathematics:**

*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      **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      **Democracy and Mathematics Education** Kurt Stembhagen,Catherine

Henney,2021-05-06 In *Democracy and Mathematics Education* Kurt Stembhagen 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      Critique as Uncertainty Ole

Skovsmose,2014-09-01 The title of the book is *Critique as Uncertainty* Thus Ole Skovsmose sees uncertainty as an important feature of any critical approach He does not assume the existence of any blue prints for social and political improvements nor that certain theoretical structures can provide solid foundations for a critical activities For him critique is an open and uncertain activity This also applies to critical mathematics education *Critique as Uncertainty* includes papers Ole Skovsmose already has published as well as some newly written chapters The book addresses issues about landscapes of investigations students foregrounds mathematics education and democracy mathematics and power Finally it expresses concerns of a critical mathematics education      **Forms of Mathematical Knowledge** Dina Tirosh,2013-03-14 What mathematics is

entailed in knowing to act in a moment Is tacit rhetorical knowledge significant in mathematics education What is the role of intuitive models in understanding learning and teaching mathematics Are there differences between elementary and advanced mathematical thinking Why can t students prove What are the characteristics of teachers ways of knowing This book focuses on various types of knowledge that are significant for learning and teaching mathematics The first part defines discusses and contrasts psychological philosophical and didactical issues related to various types of knowledge involved in the learning of mathematics The second part describes ideas about forms of mathematical knowledge that are important for

teachers to know and ways of implementing such ideas in preservice and in service education The chapters provide a wide overview of current thinking about mathematics learning and teaching which is of interest for researchers in mathematics education and mathematics educators Topics covered include the role of intuition in mathematics learning and teaching the growth from elementary to advanced mathematical thinking the significance of genres and rhetoric for the learning of mathematics and the characterization of teachers ways of knowing *Issues in Mathematics Teaching* Peter Gates,2002-09-11 This book presents the key debates that the mathematics teacher will need to understand reflect on and engage in as part of their professional development *Issues in Mathematics Teaching* is suitable for those at initial training level right through to practising mathematics teachers Its accessible structure enables the reader to pursue the issues raised as each chapter includes suggestions for further reading and questions for reflection or debate **Mathematical Cultures** Brendan Larvor,2016-05-25 This collection presents significant contributions from an international network project on mathematical cultures including essays from leading scholars in the history and philosophy of mathematics and mathematics education Mathematics has universal standards of validity Nevertheless there are local styles in mathematical research and teaching and great variation in the place of mathematics in the larger cultures that mathematical practitioners belong to The reflections on mathematical cultures collected in this book are of interest to mathematicians philosophers historians sociologists cognitive scientists and mathematics educators *Proof and Other Dilemmas* Bonnie Gold,Roger A. Simons,2008 During the first 75 years of the twentieth century almost all work in the philosophy of mathematics concerned foundational questions In the last quarter of the century philosophers of mathematics began to return to basic questions concerning the philosophy of mathematics such as what is the nature of mathematical knowledge and of mathematical objects and how is mathematics related to science Two new schools of philosophy of mathematics social constructivism and structuralism were added to the four traditional views formalism intuitionism logicism and platonism The advent of the computer led to proofs and the development of mathematics assisted by computer and to questions of the role of the computer in mathematics This book of 16 essays all written specifically for this volume is the first to explore this range of new developments in a language accessible to mathematicians Approximately half the essays were written by mathematicians and consider questions that philosophers are not yet discussing The other half written by philosophers of mathematics summarize the discussion in that community during the last 35 years In each case a connection is made to issues relevant to the teach of mathematics *Breaking Images* Brian Greer,David Kollosche,Ole Skovsmose,2024-12-11 Mathematics is an activity something we do not just something inert that we study This rich collection begins from that premise to explore the various social influences institutional forces and lived realities that shape and mould the study and practice of mathematics and are moulded by it in turn These twenty one essays explore questions of mathematics as a topic of philosophy but also the nature and purpose of mathematics education and the role of mathematics in moulding citizens It

challenges the biases and prejudices inherent within uninformed histories of mathematics including problems of white supremacy the denial of cultural difference and the global homogenization of teaching methods In particular the book contrasts the effectiveness of mathematics and science in modelling physical phenomena and solving technical problems with its ineffectiveness in modelling social phenomena and solving human problems and urges us to consider how mathematics might better meet the urgent crises of our age The book addresses anybody who is interested in reflecting on the role of mathematics in society from different perspectives It allows mathematicians to ponder about the cultural connections of mathematics and provides new perspectives for philosophical sociological and cultural studies of mathematics Because of the book's emphasis on education in mathematics it is especially interesting for mathematics teachers and teacher educators to challenge their understanding of the subject     Theories of Mathematics Education Bharath Sriraman, Lyn

English, 2009-10-13 Advances in Mathematics Education is a new and innovative book series published by Springer that builds on the success and the rich history of ZDM The International Journal on Mathematics Education formerly known as Zentralblatt für Mathematik One characteristic of ZDM since its inception in 1969 has been the publication of themed issues that aim to bring the state of the art on central sub domains within mathematics education The published issues include a rich variety of topics and contributions that continue to be of relevance today The newly established monograph series aims to integrate synthesize and extend papers from previously published themed issues of importance today by orienting these issues towards the future state of the art The main idea is to move the field forward with a book series that looks to the future by building on the past by carefully choosing viable ideas that can fruitfully mutate and inspire the next generations Taking inspiration from Henri Poincaré 1854-1912 who said To create consists precisely in not making useless combinations and in making those which are useful and which are only a small minority     **Space, Time and the Limits of Human Understanding** Shyam Wuppuluri, Giancarlo Ghirardi, 2016-12-01 In this compendium of essays some of the world's leading thinkers discuss their conceptions of space and time as viewed through the lens of their own discipline With an epilogue on the limits of human understanding this volume hosts contributions from six or more diverse fields It presumes only rudimentary background knowledge on the part of the reader Time and again through the prism of intellect humans have tried to diffract reality into various distinct yet seamless atomic yet holistic independent yet interrelated disciplines and have attempted to study it contextually Philosophers debate the paradoxes or engage in meditations dialogues and reflections on the content and nature of space and time Physicists too have been trying to mold space and time to fit their notions concerning micro and macro worlds Mathematicians focus on the abstract aspects of space time and measurement While cognitive scientists ponder over the perceptual and experiential facets of our consciousness of space and time computer scientists theoretically and practically try to optimize the space time complexities in storing and retrieving data information The list is never ending Linguists logicians artists evolutionary biologists geographers etc all are trying to weave a web of

understanding around the same duo However our endeavour into a world of such endless imagination is restrained by intellectual dilemmas such as Can humans comprehend everything Are there any limits Can finite thought fathom infinity We have sought far and wide among the best minds to furnish articles that provide an overview of the above topics We hope that through this journey a symphony of patterns and tapestry of intuitions will emerge providing the reader with insights into the questions What is Space What is Time Chapter 15 of this book is available open access under a CC BY 4 0 license [Critical Mathematics Education: Past, Present and Future](#) ,2010-01-01 Critical mathematics education brings together a series of concerns related to mathematics and its role in society the practices of teaching and learning of mathematics in educational settings and the practices of researching mathematics education The work of Ole Skovsmose has provided a seminal contribution to the shaping of those concerns in the international community of mathematics educators and mathematics education researchers This book gathers contributions of researchers from five continents for whom critical mathematics education has been an inspiration to think about many different topics such as the dialogical and political dimensions of teacher education mathematical modeling the philosophy of mathematics from social and political perspectives teaching practices in classrooms the connection between mathematics and society the scope and limits of critical thinking in relation to mathematics and mathematics education and the political dimension of researching mathematics education The book is not only a tribute to Ole Skovsmose s long academic career it is also a way of providing an overview of the roots of the critical mathematics education concerns their current developments in different parts of the world and their future directions With a diversity of styles and forms of texts this book is addressed to all those teachers and researchers who would like to be introduced or would like to go deeper into the types of insights that critical mathematics education offers [Register of Educational Research in the United Kingdom](#) National Foundation For Educational Research,2005-11-30 The latest volume of The Register of Educational Research in the United Kingdom lists the major research projects being undertaken in Britain during the latter months of 1994 the whole of 1995 and 1996 and the early months of 1997 **Worldviews, Science, and Us** Robrecht Vanderbeeken,2010 This volume brings together the lectures presented at the 5th Metaphysics of Science Workshop held from June 2 to 3 2005 in Ghent Belgium The aim of this volume is twofold First it fields a selection of ongoing discussions on a central topic in contemporary analytical metaphysics Authors were asked to encapsulate their lecture topic into a pr r cis highlighting the contesting views accentuating the pro and contra of the main arguments and shedding light on the origin the evolution and the eventual offspring of a respective discussion Second this volume addresses the methodological question by examining what can be learned if we compare these discussions from a methodological perspective What are the red herrings and shortcomings Is an integrated methodology possible Does each discussion finally await a pluralism of plausible positions or will an overall convincing account be expected And finally can analytical metaphysics methodologically assert and investigate their basic assumptions if not from a common sense stance Sample

Chapter s Chapter 1 Worldviews Science and Us Studies of Analytical Metaphysics A Selection of Topics From a Methodological Perspective 55 KB Contents Worldviews Science and Us Studies of Analytical Metaphysics A Selection of Topics from a Methodological Perspective R Vanderbeeken Introduction Contemporary Analytic Metaphysics Its Crisis and Challenge R Vanderbeeken Holism and Structural Realism M Esfeld Common Sense Relativity and Theories of Time P Dowe Purely Dispositional Worlds S H Choi Natural Kinds OCo What Are They J OdrowaOCoSypniewska Personal Identity Conceptual Analysis and No Fault Disagreement C West A World of Tropes A S Maurin Causal Pluralism S Psillos Why Social Emergence Discussing the Use of Analytical Metaphysics in Social Theory J Van Bouwel Counterfactuals Causation and Humean Supervenience P Noordhof Disentangling Causal Pluralism L de Vreese Mathematical Entities L Decock Readership Physics chemists and material scientist

Critical Issues in Mathematics Education Bharath Sriraman,Paul Ernest,Brian Greer,2009-06-01 The word critical in the title of this collection has three meanings all of which are relevant One meaning as applied to a situation or problem is at a point of crisis A second meaning is expressing adverse or disapproving comments or judgments A third is related to the verb to critique meaning to analyze the merits and faults of The authors contributing to this book pose challenging questions from multiple perspectives about the roles of mathematics in society and the implications for education Traditional reasons for teaching mathematics include preparing a new generation of mathematics researchers and a cadre of technically competent users of mathematics training students to think logically and because mathematics is as much part of cultural heritage as literature or music These reasons remain valid though open to critique but a deeper analysis is required that recognizes the roles of mathematics in framing many aspects of contemporary society that will connect mathematics education to the lived experiences of students their communities and society in general and that acknowledges the global ethical responsibilities of mathematicians and mathematics educators The book is organized in four sections 1 Mathematics education For what and why 2 Globalization and cultural diversity 3 Mathematics education and society and 4 Social justice in and through mathematics education The chapters address fundamental issues such as the relevance of school mathematics in people s lives creating a sense of agency for the field of mathematics education and redefining the relationship between mathematics as discipline mathematics as school subject and mathematics as part of people s lives

Epistemological Aspects of Computer Simulation in the Social Sciences Flaminio Squazzoni,2009-04-22 This book constitutes the revised versions of the invited and selected papers from the Second Epistemological Perspectives on Simulation Workshop EPOS 2006 which was held in Brescia Italy during October 5 6 2006 The 11 papers presented together with 2 invited papers were carefully reviewed and selected from 35 submissions The topics addressed were epistemological and methodological contents such as the relevance of empirical foundations for agent based simulations the role of theory the concepts and meaning of emergence the trade off between simplification and complexification of models

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**The Handbook of Critical Theoretical Research Methods in Education** Cheryl E. Matias,2021-05-12 The Handbook of Critical Theoretical Research Methods in Education approaches theory as a method for doing research rather than as a background framework Educational research often reduces theory to a framework used only to analyze empirically collected data In this view theories are not considered methods and studies that apply them as such are not given credence This misunderstanding is primarily due to an empiricist stance of educational research one that lacks understanding of how theories operate methodologically and presumes positivism is the only valid form of research This limited perspective has serious consequences on essential academic activities publication tenure and promotion grants and academic awards Expanding what constitutes methods in critical theoretical educational research this edited book details 21 educationally just theories and demonstrates how theories are applied as method to various subfields in education From critical race hermeneutics to Bakhtin s dialogism each chapter explicates the ideological roots of said theory while teaching us how to apply the theory as method This edited book is the first of its kind in educational research To date no other book details educationally just theories and clearly explicates how those theories can be applied as methods With contributions from scholars in the fields of education and qualitative research worldwide the book will appeal to researchers and graduate students

The Patentability of Software Anton Hughes,2019-02-18 This book explores the question of whether software should be patented It analyses the ways in which the courts of the US the EU and Australia have attempted to deal with the problems surrounding the patentability of software and describes why it is that the software

patent issue should be dealt with as a patentable subject matter issue rather than as an issue of novelty or nonobviousness. Anton Hughes demonstrates that the current approach has failed and that a fresh approach to the software patent problem is needed. The book goes on to argue against the patentability of software based on its close relationship to mathematics. Drawing on historical and philosophical accounts of mathematics in pursuit of a better understanding of its nature and focusing the debate on the conditions necessary for mathematical advancement, the author puts forward an analytical framework centred around the concept of the useful arts. This analysis both explains mathematics and therefore software's nonpatentability and offers a theory of patentable subject matter consistent with Australian, American, and European patent law.

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