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Soggetti	Mathematics—Study and teaching Education—History International education Comparative education Curriculum (Courses of study) Education—Curricula Mathematics History Mathematics Education History of Education International and Comparative Education Curriculum Studies History of Mathematical Sciences
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Nota di contenuto	The Hamburg Score -- Influences from the 1959 Royaumont Seminar Proposals on arithmetic and algebra teaching at lower-secondary level in Iceland -- Real numbers in school: 1960s experiments in France and Brazil -- The revolution in mathematics education during the Meiji era (1868-1912) A study of the textbooks used to teach computation, geometry and algebra -- Early Experiments with Modern Mathematics in Belgium Advanced Mathematics Taught from Childhood? -- The role of a journal on teaching mathematics and sciences issued at the

beginning of the 20th century in professionalizing Italian primary school teachers -- Russian mathematics teachers, 1830-1880: Toward a group portrait -- Arithmetic patterns in the Arithmetic of Petros Argyros -- Frans van Schooten Sr. (1581-1645) lecture notes for the first Dutch course for engineers, Leiden, 1600-1681 -- Arithmetic in the Spanish Army at the end of the 19th century: The textbooks by Salinas and Benítez -- The New Math and school governance: An explanation of the decline of the New Math in Sweden -- History of mathematics instruction in colonial and early post-colonial Cambodia -- Patterns for studying history of mathematics: A case study of Germany -- A teacher of mathematics in times of change -- Visual representations of arithmetical operations performed with counting instruments in Chinese mathematical treatises.

Sommario/riassunto

This book offers insights into the history of mathematics education, covering both the current state of the art of research and the methodology of the field. History of mathematics education is treated in the book as a part of social history. This book grew out of the presentations delivered at the International Congress on Mathematics Education in Hamburg. Modern development and growing internationalization of mathematics education made it clear that many urgent questions benefit from a historical approach. The chapters present viewpoints from the following countries: Belgium, Brazil, Cambodia, China, Cyprus, Germany, Iceland, Italy, the Netherlands, Russia, Spain and Sweden. Each chapter represents significant directions of historical studies. The book is a valuable source for every historian of mathematics education and those interested in mathematics education and its development.
