

1. Record Nr.	UNINA9910341652403321
Autore	Clogg, Richard <1939->
Titolo	Grecia : dall'indipendenza a oggi / Richard Clogg
Pubbl/distr/stampa	Trieste : Beit, 2015
ISBN	978-88-95324-47-0
Descrizione fisica	367 p. : ill. ; 21 cm
Collana	Beit. Storia
Disciplina	949.507
Locazione	FSPBC
Collocazione	XXXI VARIE 576
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Traduzione di Piero Budinich

2. Record Nr.	UNINA9910299552103321
Autore	Barbin E (Evelyne)
Titolo	Let History into the Mathematics Classroom / / by Évelyne Barbin, Jean-Paul Guichard, Marc Moyon, Patrick Guyot, Catherine Morice-Singh, Frédéric Métin, Martine Bühler, Dominique Tournès, Renaud Chorlay, Gérard Hamon
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2018
ISBN	9783319571508 3319571508
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (XXIV, 146 p. 61 illus., 16 illus. in color.)
Collana	History of Mathematics Education, , 2509-9744
Disciplina	510.71
Soggetti	Mathematics - Study and teaching Learning, Psychology of Mathematics Education Instructional Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Angles in Secondary School: Surveying and Navigation -- Dividing a Triangle in the Middle Ages: An Example From the Latin Works on Practical Geometry -- A Square in a Triangle -- Indian Calculation: The Rule of Three--Quite a Story -- The Arithmetic of Juan de Ortega: Equations without Algebra -- The Congruence Machine of the Carissan Brothers -- A Graphical Approach to Euler's Method -- Calculating with Hyperbolas and Parabolas -- When Leibniz Plays Dice -- The Probability of Causes According to Condorcet.
Sommario/riassunto	This book brings together 10 experiments which introduce historical perspectives into mathematics classrooms for 11 to 18-year-olds. The authors suggest that students should not only read ancient texts, but also should construct, draw and manipulate. The different chapters refer to ancient Greek, Indian, Chinese and Arabic mathematics as well as to contemporary mathematics. Students are introduced to well-known mathematicians—such as Gottfried Leibniz and Leonard Euler—as well as to less famous practitioners and engineers. Always, there is

the attempt to associate the experiments with their scientific and cultural contexts. One of the main values of history is to show that the notions and concepts we teach were invented to solve problems. The different chapters of this collection all have, as their starting points, historic problems—mathematical or not. These are problems of exchanging and sharing, of dividing figures and volumes as well as engineers' problems, calculations, equations and congruence. The mathematical reasoning which accompanies these actions is illustrated by the use of drawings, folding, graphical constructions and the production of machines.
