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Computations in Eighteenth-Century Korea,” by Oh Young-Sook -- Chapter 9. “On the History of Exercises in the Computations Performed with the Abacus in China and Japan,” by Chen Yi-Fu -- Chapter 10. “Teaching computation in 19th century Japan: the transition from individual coaching on traditional devices at the end of the Edo period (1600-1868) to lectures on Western mathematics during the Meiji period (1868-1912),” by Marion Cousin -- Part 3. Early modern Europe and Russia -- Chapter 11. “Computation Devices in 19th Century Mathematics Instruction in Europe,” by Gert Schubring -- Chapter 12. “Teaching computation in Russia,” by Alexander Karp -- Chapter 13. “Computational devices in 19-20 century schools – evolution from tool of calculation to the tool of teaching and learning,” by Viktor Freiman -- Part 4. Theoretical approaches and concluding remarks -- Chapter 14. “The unsettling pleasure of computing,” by Jean-François Maheux -- Chapter 15. “Transition to electronic devices: technological affordances and didactical perspective,” by Nathalie Sinclair -- Chapter 16. “Concluding remarks,” by Viktor Freiman and Alexei Volkov.

Sommario/riassunto

This volume traces back the history of interaction between the “computational” or “algorithmic” aspects of elementary mathematics and mathematics education throughout ages. More specifically, the examples of mathematical practices analyzed by the historians of mathematics and mathematics education who authored the chapters in the present collection show that the development (and, in some cases, decline) of counting devices and related computational practices needs to be considered within a particular context to which they arguably belonged, namely, the context of mathematics instruction; in their contributions the authors also explore the role that the instruments played in formation of didactical approaches in various mathematical traditions, stretching from Ancient Mesopotamia to the 20th century Europe and North America.
