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Nota di contenuto	Book Cover; Title; Contents; List of Figures; List of Tables; Series Editor's Preface; Author's Preface and Acknowledgements; Introduction: Mathematics, the Difficult Subject; Developing Ideas and Methodologies for the Study; Overview of the Book; Mathematical Thinking in Context Among Adults; Recent British Surveys of Adult Numeracy; Conceptual Map and Research Questions; Survey Results for Performance and Context; Conclusions; Mathematics Performance and Social Difference; Social Class Differences; Conceptual Map and Research Questions Survey and Modelling Results for Gender Differences in Performance; Survey and Modelling Results for Social Class Differences in Performance; Conclusions; Affect and Mathematics Anxiety; Affect and Anxiety; Psychological Conceptions and Measures of Anxiety; Mathematics Anxiety, Measures and Relationships; Model A: Conceptual Map and Research Questions; Survey and Modelling Results: Contexts of Mathematics Anxiety; Survey and Modelling Results: Social

Differences and Mathematics Anxiety; Survey and Modelling Results: Mathematics Anxiety and Performance; Conclusions
Reflections on the Study So Far Rethinking the Context of Mathematical Thinking; A Range of Views on the Meanings of Context and the Possibilities of Transfer; The Turn to the Social: Sociocultural Approaches and Situated Cognition; The Turn to Language: Structuralist and Poststructuralist Approaches; Conceptualising Contexts, Practices, Boundaries and Bridges; Conclusions; Rethinking Mathematical Affect as Emotion; 'No Emotion, Please! We're Researching Mathematics'; Model B: Process Conceptions of Affect and Anxiety in Mathematics; Model C: Approaches Informed by Psychoanalysis
Model D: A Psychoanalytic Approach, Informed by Poststructuralism Conclusions; Developing a Complementary Qualitative Methodology; Focus and Methodology of the Interview; Doing the Interviews; Overview of the Analysis of the Interviews; Summary; Reconsidering Mathematical Thinking and Emotion in Practice; Theme 2: Inseparability of Task and Context; Theme 3: Gender and Social Class Differences in Performance Related to Positioning; Theme 4: Numerate Thinking as Specific to the Subject's Positioning; Theme 5: Emotion Pervades Mathematical Thinking 'Mathematics is Hot' Theme 6: Gender Differences in Expressing Anxiety Conclusions; The Learners' Stories; Case Studies; Conclusions; Conclusions and Contributions; Ideas for Pedagogy and Practice; Questions of Methodology and Further Research; Appendix 1 Questionnaire Design and Fieldwork; Fieldwork; The Questionnaire; Appendix 2 Interview Problems for Solution; Notes; Bibliography; Index

Sommario/riassunto

The crisis around teaching and learning of mathematics and its use in everyday life and work relate to a number of issues. These include: The doubtful transferability of school maths to real life contexts, the declining participation in A level and higher education maths courses, the apparent exclusion of some groups, such as women and the aversion of many people to maths. This book addresses these issues by considering a number of key problems in maths education and numeracy: *differences among social groups, especially those related to gender and social class*the inseparability of cog
