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Titolo	Mathematics education and language [[electronic resource]] : interpreting hermeneutics and post-structuralism / / by Tony Brown
Pubbl/distr/stampa	Dordrecht ; ; Boston, : Kluwer Academic Publishers, c1997
ISBN	1-280-20762-0 9780306472139 9786610207626 0-306-47213-9
Edizione	[1st ed. 2002.]
Descrizione fisica	1 online resource (281 p.)
Collana	Mathematics education library ; ; v. 20
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Soggetti	Mathematics - Study and teaching Language and education Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [244]-257) and indexes.
Nota di contenuto	Short Review of Recent Research -- Experiencing Mathematics -- Hermeneutics and Mathematics Education -- The Production of Mathematical Meaning: A Post-Structuralist Perspective -- Sharing Mathematical Perspectives -- The Classroom Environment -- Some Lessons -- The Phenomenology of the Mathematics Classroom -- The Teacher's Perspective -- Teacher-Student Interactions -- Developing Teacher Practice -- Conclusion -- Conclusion.
Sommario/riassunto	`Contemporary thinking on philosophy and the social sciences has been dominated by analyses that emphasise the importance of language in understanding societies and individuals functioning within them; important developments which have been under-utilised by researchers in mathematics education. This book reaches out to contemporary work in these broader fields; drawing on original sources in key areas such as Gadamer and Ricoeur's development of hermeneutics, Habermas' work in critical social theory, Schutz's social phenomenology, Saussure's linguistics and the post-structuralist analysis of Derrida, Foucault and Barthes. Through examining the writings of these major thinkers it is shown how language is necessarily

instrumental in developing mathematical understanding; but a language that is in a permanent state of becoming, resisting stable connections to the ideas it locates. The analysis offered extends from children doing mathematics to teachers inspecting and developing their own professional practices.'
