

1. Record Nr.	UNINA9910455667303321
Autore	Freudenthal Hans <1905-1990.>
Titolo	Didactical phenomenology of mathematical structures [[electronic resource] /] / Hans Freudenthal
Pubbl/distr/stampa	Boston, : Kluwer Academic, 1983
ISBN	1-280-20782-5 9786610207824 0-306-47235-X
Edizione	[1st ed. 2002.]
Descrizione fisica	1 online resource (607 p.)
Collana	Mathematics Education Library, , 0924-4921 ; ; 1
Disciplina	370
Soggetti	Mathematics - Study and teaching Mathematics Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	As an Example: Length -- The Method -- Sets -- Natural Numbers -- Fractions -- Ratio and Proportionality -- Structures: In Particular, Geometrical Structures -- Putting into Geometrical Contexts -- Topology as a Geometrical Context -- The Topographical Context -- Figures and Configurations -- Geometrical Mappings -- Measuring by means of Geometry -- Topography with Geometry -- Negative Numbers and Directed Magnitudes -- The Algebraic Language -- Functions.
Sommario/riassunto	The launch of a new book series is always a challenging event not only for the Editorial Board and the Publisher, but also, and more particularly, for the first author. Both the Editorial Board and the Publisher are delighted that the first author in this series is well able to meet the challenge. Professor Freudenthal needs no introduction to anyone in the Mathematics Education field and it is particularly fitting that his book should be the first in this new series because it was in 1968 that he, and Reidel, produced the first issue of the journal Educational Studies in Mathematics. Breaking fresh ground is therefore nothing new to Professor Freudenthal and this book illustrates well his pleasure at such a task. To be strictly correct the 'ground' which he has

broken here is not new, but as with Mathematics as an Educational Task and Weeding and Sowing, it is rather the novelty of the manner in which he has carried out his analysis which provides us with so many fresh perspectives. It is our intention that this new book series should provide those who work in the emerging discipline of mathematics education with an essential resource, and at a time of considerable concern about the whole mathematics curriculum this book represents just such a resource. ALAN J. BISHOP Managing Editor vii
A LOOK BACKWARD AND A LOOK FORWARD Men die, systems last.
