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Titolo	A Contemporary Theory of Mathematics Education Research // by Tony Brown
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Soggetti	Mathematics - Study and teaching Social sciences - Philosophy Learning, Psychology of Educational psychology Educational sociology Mathematics Education Social Theory Instructional Psychology Educational Psychology Sociology of Education
Lingua di pubblicazione	Inglese
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Nota di contenuto	Introduction -- Reason to believe in mathematics -- The social packaging of mathematical learning in schools -- The ideology of mastering the curriculum (with Peter Pawlik) -- The social administration of mathematics subject knowledge through teacher education -- The point of my own teaching -- Rethinking objectivity and subjectivity -- Subjectivity and cultural adjustment: a response to socio-culturalism -- The evolution of mathematics.
Sommario/riassunto	This book by-passes both psychology and sociology to present an original social theory centered on seeing mathematical learning by everyone as an intrinsic dimension of how mathematics develops as a field in support of human activity. Here, mathematics is defined by how

we collectively talk about it. Drawing on psychoanalytic theory, the student is seen as participating in the renewal of mathematics through their contributions to our collective gaze on mathematics as the field responds to ever new demands. As such learning takes a critical stance on the standard initiations into current practices often promoted by formal education. In the field of mathematics education, researchers have moved from psychology where individual students were seen as following natural paths of development through existing mathematical knowledge, to socio-cultural models predicated on students being initiated into the human world and understood through the reflective gazes this world has of itself, such as those found in comparisons of student learning in different countries. This book addresses the domain, purpose and functioning of contemporary research in mathematics education and is an original contribution to this theme. The book is aimed at a mathematics education research audience. It continues a dialogue with existing publications, seen widely as a cutting edge and will also be of interest to students and practitioners in the fields of qualitative research, social theory and psychology.

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