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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.'
