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Mathematical Epistemology And Psychology

Raegan Murphy



Mathematical Epistemology And Psychology:

Mathematical Epistemology and Psychology E.W. Beth, J. Piaget, 2013-03-09 One of the controversial philosophical issues of recent years has been the question of the nature of logical and mathematical entities Platonist or linguistic modes of explanation have become fashionable whilst abstractionist and constructionist theories have ceased to be so Beth and Piaget approach this problem in their book from two somewhat different points of view Beth's approach is largely historico-critical although he discusses the nature of heuristic thinking in mathematics whilst that of Piaget is psychogenetic The major purpose of this introduction is to summarise some of the main points of their respective arguments In the first part of this book Beth makes a detailed study of the history of philosophical thinking about mathematics and draws our attention to the important role played by the Aristotelian methodology of the demonstrative sciences This he tells us is characterised by three postulates: a deductivity b self-evidence and c reality The last postulate asserts that the primitive notions of a demonstrative science must have reference to a domain of real entities in order to have significance On the Aristotelian view discursive reasoning plays a major role in mathematics whilst pure intuition plays a somewhat subordinate one

Mathematical Epistemology and Psychology Evert Willem Beth, Jean Piaget, 1966 [Mathematical Epistemology and Psychology](#) [by] Evert W. Beth and Jean Piaget. Translated from the French by W. Mays Evert Willem Beth, Jean Piaget, 1966

Mathematical epistemology and psychology Evert W. Beth, Jean Piaget, 1966 **Naturalizing Logico-Mathematical Knowledge** Sorin Bangu, 2018-02-01 This book is meant as a part of the larger contemporary philosophical project of naturalizing logico-mathematical knowledge and addresses the key question that motivates most of the work in this field: What is philosophically relevant about the nature of logico-mathematical knowledge in recent research in psychology and cognitive science? The question about this distinctive kind of knowledge is rooted in Plato's dialogues and virtually all major philosophers have expressed interest in it The essays in this collection tackle this important philosophical query from the perspective of the modern sciences of cognition namely cognitive psychology and neuroscience Naturalizing Logico-Mathematical Knowledge contributes to consolidating a new emerging direction in the philosophy of mathematics which while keeping the traditional concerns of this sub-discipline in sight aims to engage with them in a scientifically informed manner A subsequent aim is to signal the philosophers' willingness to enter into a fruitful dialogue with the community of cognitive scientists and psychologists by examining their methods and interpretive strategies **Constructing Mathematical Knowledge** Paul Ernest, 2012-10-12 First published in 1994 This book and its companion volume *Mathematics Education and Philosophy: An International Perspective* are edited collections Instead of the sharply focused concerns of the research monograph the books offer a panorama of complementary and forward-looking perspectives They illustrate the breadth of theoretical and philosophical perspectives that can fruitfully be brought to bear on the mathematics and education The emphasis of this book is on epistemological issues encompassing multiple perspectives on the learning of

mathematics as well as broader philosophical reflections on the genesis of knowledge It explores constructivist and social theories of learning and discusses the role of the computer in light of these theories

Where is the Mathematics in Your Math Education Research? Xiaoheng Kitty Yan, Ami Mamolo, Igor' Kontorovich, 2025-06-25 This book brings together leading researchers in mathematics education to share personal narratives of key mathematical moments or ideas that inspired surprised or helped direct their research While the fruits of research activities and products are shared at scholarly conference and journals the footprints of mathematics that ignited the research processes is often behind the scenes and only acknowledged informally To make mathematics an essential component and a determining driving force of mathematics education research more visible chapters in this book highlight the indispensable and indisputable role of mathematics in mathematics education research The book is unique and timely in addressing the essential but increasingly side lined role of mathematics that permeates mathematics education research journals graduate programs and the personae of the next generation in the profession It renounces the shift away from mathematics and attempts to restore the place and value of mathematics by presenting elegant intriguing and substantial contributions to mathematics education that have come from keeping mathematics at the core of research pursuits Each chapter shares a journey in mathematics education research that was inspired by an affinity for mathematics and that helped shaped the field as we know it Each author shares insights and reflections on the status of mathematics in the mathematics education community how it has changed and what further changes might be expected This edited volume is of major interest to the mathematics education community including mathematics educators teacher educators researchers professional development providers and graduate students

Epistemological Foundations of Mathematical Experience Leslie P. Steffe, 2012-12-06 On the 26th 27th and 28th of February of 1988 a conference was held on the epistemological foundations of mathematical experience as part of the activities of NSF Grant No MDR 8550463 Child Generated Multiplying and Dividing Algorithms A Teaching Experiment I had just completed work on the book Construction of Arithmetical Meanings and Strategies with Paul Cobb and Ernst von Glasersfeld and felt that substantial progress had been made in understanding the early numerical experiences of the six children who were the subjects of study in that book While the book was in preparation I was also engaged in the teaching experiment on mUltiplying and dividing algorithms My focus in this teaching experiment was on investigating the mathematical experiences of the involved children and on developing a language through which those experiences might be expressed However prior to immersing myself in the conceptual analysis of the mathematical experiences of the children I felt that it was crucial to critically evaluate the progress that we felt we had made in our earlier work It was toward achieving this goal that I organized the conference When trying to understand the mathematical experiences of a child one can do no better than to interact with the child in a mathematical context guided by the intention to specify the child's current knowledge and the progress the child might make

The Practice of Mathematics Yvette Solomon, 2013-08-21 The

psychological description and explanation of how children learn to work with numbers is dominated by the theories of Piaget Yvette Solomon suggests an alternative approach to the child's conception of number *Constructing Mathematical Knowledge* Paul Ernest, 2012-10-12 First published in 1994 This book and its companion volume *Mathematics Education and Philosophy An International Perspective* are edited collections Instead of the sharply focused concerns of the research monograph the books offer a panorama of complementary and forward looking perspectives They illustrate the breadth of theoretical and philosophical perspectives that can fruitfully be brought to bear on the mathematics and education The empathise of this book is on epistemological issues encompassing multiple perspectives on the learning of mathematics as well as broader philosophical reflections on the genesis of knowledge It explores constructivist and social theories of learning and discusses the role of the computer in light of these theories *Development as a Social Process* Serge Moscovici, Sandra Jovchelovitch, Brady Wagoner, 2013 Gerard Duveen's original and comprehensive approach continues to offer fresh insight into core theoretical methodological and empirical problems in contemporary psychology In this collection the editors have carefully selected Duveen's most significant papers to demonstrate the innovative nature of his contribution to developmental social and cultural psychology **Morality in a Natural World** David Copp, 2007-07-16 The central philosophical challenge of metaethics is to account for the normativity of moral judgment without abandoning or seriously compromising moral realism In *Morality in a Natural World* David Copp defends a version of naturalistic moral realism that can accommodate the normativity of morality Moral naturalism is often thought to face special metaphysical epistemological and semantic problems as well as the difficulty in accounting for normativity In the ten essays included in this volume Copp defends solutions to these problems Three of the essays are new while seven have previously been published All of them are concerned with the viability of naturalistic and realistic accounts of the nature of morality or more generally with the viability of naturalistic accounts of reasons **Representing Development** David Marco Carre, Jaan Valsiner, Stefan Hampl, 2016-07-15 *Representing Development* presents the different social representations that have formed the idea of development in Western thinking over the past three centuries Offering an acute perspective on the current state of developmental science and providing constructive insights into future pathways the book draws together twelve contributors with a variety of multidisciplinary and international perspectives to focus upon development in fields including biology psychology and sociology Chapters and commentaries in this volume present a variety of perspectives surrounding social representation and development addressing their contemporary enactments and reflecting on future theoretical and empirical directions The first section of the book provides an historical account of early representations of development that having come from life science has shaped the way in which developmental science has approached development Section two focuses upon the contemporary issues of developmental psychology neuroscience and developmental science at large The final section offers a series of commentaries pointing to the questions opened by the previous chapters looking to outline the

future lines of developmental thinking This book will be of particular interest to child psychologists educational psychologists and sociologists or historians of science as well as academics and students interested in developmental and life sciences

Dynamic Assessment, Intelligence and Measurement Raegan Murphy, 2011-01-06 Dynamic Assessment Intelligence and Measurement paves the way for the development of dynamic assessment by applying this unique approach to the assessment of human potential Explores the relationship that dynamic assessment shares with intelligence and measurement Outlines a new approach to the assessment of human intelligence while remaining rooted within the scientific realm of psychology Fuses philosophy science methodology and meta theory to offer an innovative framework for the assessment of models and theories dynamic assessment intelligence measurement theory and statistical significance testing Provides the theoretical underpinnings that can lead to a new way forward for the movement of dynamic assessment **Constructive Evolution**

Michael Chapman, 1988-06-24 This book represents an attempt to understand the evolution of Jean Piaget's basic ideas in the context of his own intellectual development Piaget sought to elucidate human knowledge by studying its origins and development In this book Michael Chapman applies the same method to Piaget's own thinking Dr Chapman shows that some of the Swiss psychologist's essential ideas originated in adolescent philosophical speculations about the relation between science and value These same ideas were then developed step by step in Piaget's investigations of children's cognitive development Dr Chapman claims that Piaget's use of developmental psychology as a means for addressing questions about the evolution of knowledge has been misunderstood by psychologists approaching his work exclusively from the perspectives of their own discipline Reconstructing Piaget's intellectual biography makes possible a better understanding of the questions he originally posed and the answers he subsequently provided Dr Chapman concludes with an assessment of Piaget's relevance for contemporary psychology and philosophy and suggests ways in which Piagetian theory might be further developed **Journal for Research in Mathematics Education**, 2013 **Ideology & Consciousness**, 1977

Epistemological Foundations of Mathematical Experience Leslie P Steffe, 1991-09-17 **Jean Piaget** Brian Rotman, 1977

Pursuing Excellence in Mathematics Education Edward Silver, Christine Keitel-Kreidt, 2014-11-26 Chapters in this book recognize the more than forty years of sustained and distinguished lifetime achievement in mathematics education research and development of Jeremy Kilpatrick Including contributions from a variety of skilled mathematics educators this text honors Jeremy Kilpatrick reflecting on his groundbreaking papers book chapters and books many of which are now standard references in the literature on mathematical problem solving the history of mathematics education mathematical ability and proficiency curriculum change and its history global perspectives on mathematics education and mathematics assessment Many chapters also offer substantial contributions of their own on important themes including mathematical problem solving mathematics curriculum the role of theory in mathematics education the democratization of mathematics and international perspectives on the professional field of mathematics education

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Mathematical Epistemology And Psychology Introduction

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