# **Contents**

### Part I Surveying Theories and Philosophies of Mathematics Education

Preface to Part I	3
References	5
Surveying Theories and Philosophies of Mathematics Education	7
Bharath Sriraman and Lyn English	
Preliminary Remarks	7
Imre Lakatos and Various Forms of Constructivism	8
Theory Development	10
Theory and Its Role in Mathematics Education	12
Changes in Theoretical Paradigms	13
Are We Progressing?	15
Home-Grown Theories versus Interdisciplinary Views	16
European Schools of Thought in Mathematics Education	18
Didactique des Mathématiques—The French Tradition	19
The Royaumont Seminar	20
Impact of Theories on Practice	24
Closing Summary	- 25
References	27

# Part II Reflections on Theories of Learning

Preface to Part II Ernest's Reflections on Theories of Learning								
Bharath Srira	man and N	ick Haverh	als					
Reference	es					•••••	38	
							xiii	



Reflections on Theories of Learning	39
Paul Ernest	
Construction	39
Radical Constructivism	41
Enactivism	42
Social Constructivism	43
Implications for Educational Practice	45
References	46
<b>Commentary 1 on Reflections on Theories of Learning by Paul Ernest</b> Simon Goodchild	49
References	52
Commentary 2 on Reflections on Theories of Learning	53
Paul Ernest	
References	60
Part III On the Theoretical, Conceptual, and Philosophical Foundations Research in Mathematics Education	for 65
	05
References	66
On the Theoretical, Conceptual, and Philosophical Foundations for Research in Mathematics Education	67
Establishing a Context	67
The Role of Theory	69
The Nature of Research Frameworks	69
Types of Frameworks	70
The Influence of One's Philosophical Stance on the Nature of	
One's Research	75
A System for Classifying Systems of Inquiry	76
The Goals of MER and the Place of Frameworks and Philosophy	81
References	83
Commentary on On the Theoretical, Conceptual, and Philosophical	
Foundations for Research in Mathematics Education	87
Guershon Harel	07
Rigid Definition of Scientific Research in Education	8/
The Role of Theory	88
The Role of Mathematical Context	90
References	93

Part IV	Theories of Mathematics Education: Is Plurality a Problem?
Preface Nor	to Part IV
Theorie	s of Mathematics Education: Is Plurality a Problem?
Stej	phen Lerman
	Introduction
	A Language of Research Fields
	Hierarchical Discourses
	Vertical Knowledge Structures
	Theories in Use in Mathematics Education
	Discussion
	Conclusion
	References
Comme	ntary on Theories of Mathematics Education: Is Plurality a
Pro	blem?
Eva	Jablonka and Christer Bergsten
	Expansion of the Knowledge
	Communication and 'Translation' Between Discourses 113
	The Social Turn or the Social Branch?
	A Plurality of Rival Discourses Within an 'Approach-Paradigm'? . 114
	Unbalanced Theory Reception
	Concluding Remark
	References
Part V	<b>Re-conceptualizing Mathematics Education as a Design Science</b>
Preface	to Part V
Lyn	References
Re-conc	eptualizing Mathematics Education as a Design Science 123
Ric	hard Lesh and Bharath Sriraman
	A Brief History of Our Field
	What is a Design Science?
	Observations about Mathematics Education as a Distinct Field of
	Scientific Inquiry
	Preliminary Implications for Mathematics Education 130
	Most of the Systems We Need to Understand Are Complex,
	Dynamic, and Continually Adapting
	What Kind of Explanations are Appropriate for Comparing Two
	Complex Systems?

Lack of Cumulativeness is Our Foremost Problem	139
Summary—Comparing Ideologies, Theories and Models	142
Concluding Points	143
References	145
Commentary 1 on Re-conceptualizing Mathematics Education as a	
Design Science	147
Miriam Amit	
References	149
Commentary 2 on Re-conceptualizing Mathematics Education as a	
Design Science	151
Claus Michelsen	
References	156
Commentary 3 on Re-conceptualizing Mathematics Education as a	150
	139
David N. Boote	150
Analysis of Arguments Supporting Design Research	139
Over-stating the Benefits of Design Science	101
Neo-liberal Logic of Employment	162
Educating Design Scientists	164
	100
References	107
Part VI The Fundamental Cycle of Concept Construction Underlying Various Theoretical Frameworks	
Preface to Part VI	171
The Fundamental Cycle of Concept Construction Underlying Various	
Theoretical Frameworks	173
John Pegg and David Tall	100
	175
	170
Process-Object Encapsulation	179
Similar Cycles in Different Modes	182
SOLO and Local Cycles of Development	184
Developments in Global and Local Theory	187
	189
References	191

Commentary on The Fundamental Cycle of Concept Construction
Underlying Various Theoretical Frameworks
Bettina Dahl
Introduction
Fundamental Cycles of Concept Construction Underlying Various
Theoretical Frameworks
Another Framework of Cognitive Processes
Merging the Frameworks
Where Are We as a Field?
How Do We Move Forward?
Discontinuity and Lack of Progress
Is Complementarity the Solution?
Are We Shooting with a Shotgun Then?
Scientific Growth Through Falsifications
Unified Theory and Truth
Conclusions
References

# Part VII Symbols and Mediation in Mathematics Education

Preface to Part VII
Symbols and Mediation in Mathematics Education
Luis Moreno-Armella and Bharath Sriraman
Introduction
Arithmetic: Ancient Counting Technologies
Mathematics from a Dynamic Viewpoint: The Future of
Mathematics Education
Computational and Cognitive Technologies
Domains of Abstractions
Induction and Deduction: The Computer as a Mediating Tool 227
Algorithms, Representations and Mathematical Thinking 228
Representational Fluidity in Dynamic Geometry
References
Commentary on Symbols and Mediation in Mathematics Education 233
Gerald A. Goldin
References

Problem Solving Heuristics, Affect, and Discrete Mathematics: A		
Representational Discussion		241
Gerald A. Goldin		
Possibilities for Discrete Mathematics		241
A Problem for Discussion		242
Developing Internal Systems of Representation for Mathematica	ıl	
Thinking and Problem Solving	, <b></b>	245
A Heuristic Process: Modeling the General on the Particular .	•••	247
Affective Considerations	•••	248
References	•••	249
Commentary on Problem Solving Heuristics, Affect, and Discrete		
Mathematics: A Representational Discussion	•••	251
Jinfa Cai		
Discrete Mathematical Domain and Problem Solving	•••	252
Instructional Objectives	•••	253
Problem-Solving Heuristics		254
Teaching Mathematics Through Problem Solving: A Future		
Direction of Problem Solving Research	••	254
References	•••	256
Part IX Problem Solving for the 21 <sup>st</sup> Century		
Preface to Part IX	,	261
References	· • •	262
Problem Solving for the 21 <sup>st</sup> Century		263
Lyn English and Bharath Sriraman		
A Brief Reflection on Problem-Solving Research		263
Limiting Factors in Problem-Solving Research		. 266
Pendulum Swings Fuelled by High-Stakes Testing		266
Limited Research on Concept Development through Probl	em	
Solving	•••	. 267
Limited Knowledge of Students' Problem Solving Beyond	ł	
the Classroom	•••	. 268
Lack of Accumulation of Problem-Solving Research		. 268
Advancing the Fields of Problem-Solving Research and		
Curriculum Development	•••	. 269
The Nature of Problem Solving in Today's World		. 269

	Future-Oriented Perspectives on the Teaching and Learning	
	of Problem Solving	270
	Mathematical Modelling	271
	Modelling as an Advance on Existing Classroom Problem	
	Solving	273
	An Example of an Interdisciplinary Mathematical Modelling	_,.,
	Droblem	274
	Cycles of Development Displayed by One Crown of Children	214
	Studente' Learning in Working The First Flast Drobler	270
	Students Learning in working <i>The First Fleet</i> Problem	210
	Mainematical Modelling with Young Learners: A Focus on	
		279
	Concluding Points	282
	Appendix: First Fleet Data Table	284
	References	286
Comme	ntary 1 on Problem Solving for the 21 <sup>st</sup> Century	291
Pet	er Grootenboer	
	Introduction	291
	Complexity	291
	Mathematical Modelling	292
	Future Directions	294
	Concluding Comments	295
	References	295
Commo	ntory 2 on Problem Solving for the 21 <sup>st</sup> Century	207
Ala	ntary 2 on 1 robem Solving for the 21 Century	
Ala	Econyard to the Dest?	200
		201
	References	501
Part X	Embodied Minds and Dancing Brains: New Opportunities for	
Researc	h in Mathematics Education	
D 6		205
Preiace		303
Lay	/ne Kaloneisch	204
	References	306
Embodi	ed Minds and Dancing Brains: New Opportunities for Research	
in I	Mathematics Education	309
Ste	phen R. Campbell	
	Introduction	309
	First: Why Bother?	311
	Second: Some Preliminary Rationale	312
	Third: Cognitive and Educational Neuroscience	314
	Fourth: Embodied Cognition	316
	Fifth: Toward Defining Mathematics Educational Neuroscience	310
	I nui. toward Denning Matternatics Educational Neuroscience	~ • • /

Sixth: New Questions and New Tools	22
References	26
Commentary on Embodied Minds and Dancing Brains: New	
<b>Opportunities for Research in Mathematics Education</b>	33
Scott Makeig	
References	37
Part XI DNR-Based Instruction in Mathematics as a Conceptual Framewor	rk
Preface to Part XI	41
Luis Moreno-Armella	
References $\ldots$ $3^4$	42
<b>DNR-Based Instruction in Mathematics as a Conceptual Framework</b> 34 Guershon Harel	43
Research-Based Framework	44
DNR-Based Lesson	46
Segment 0: The Problem	46
Segment I: Students' Initial Conclusion	47
Segment II: Necessitating an Examination of the Initial	
$Conclusion \dots 34$	47
Segment III: The Examination and Its Outcomes	48
Segment IV: Lesson(s) Learned	51
DNR Structure $\ldots$ $33$	52
Premises	53
Concepts	55
Instructional Principles	57
Analysis of the Lesson	60
Final Comments	64
References	56
Commentary on DNR-Based Instruction in Mathematics as a	
Conceptual Framework	69
Bharath Sriraman, Hillary VanSpronsen, and Nick Haverhals	
References	77

# Part XII Appreciating Scientificity in Qualitative Research

Appreciating Scientificity in Qualitative Research .									381
Stephen J. Hegedus									
The Process of Scientific Discovery									381
The Generation of Truthful Conclusions	•								384
Methodological Rigor—Is Truth Rigorous?	•		•				•		387

The Basis of Truth-Finding: What Is the Smorgasbord	
of Truth, i.e., Do We Have an Establishment of	
Processes Which Announces Our Universal Set of	
Truths?	388
The 3-fold Doctrine of Scientificity	388
Epistemology Identity	389
Reflexivity	389
The Dynamic	390
Conclusion	393
References	393
<b>Part XIII</b> Understanding a Teacher's Actions in the Classroom by Apply Schoenfeld's Theory <i>Teaching-In-Context</i> : Reflecting on Goals and Beliefs	ing
Preface to Part XIII	397
Gerald A. Goldin	
References	398
Understanding a Teacher's Actions in the Classroom by Applying Schoenfeld's Theory <i>Teaching-In-Context</i> : Reflecting on Goals and Beliefs	401
Günter Törner, Katrin Rolka, Bettina Rösken, and Bharath Sriraman	
Introduction	401
Understanding a Teacher's Action in Terms of Knowledge, Goals	
and Beliefs	403
Available Teacher Knowledge	403
Teacher Beliefs	404
Goals, Their Interdependencies with Beliefs, and Structural	
Features	405
Empirical Approach and Methodology	407
Data Sources	407
Data Analysis	408
Results on Goals and Involved Beliefs	409
Formal Goals	409
Pedagogical Content Goals and Beliefs, and Their Networking	410
Subject Matter Goals and Beliefs and Their Internal Structure	415
Interpretative Remarks on the Goals and Beliefs Structure	416
Conclusions	417
References	417
Commentary on Understanding a Teacher's Actions in the Classroom by Applying Schoenfeld's Theory <i>Teaching-In-Context</i> : Reflecting on Goals and Beliefs Dina Tirosh and Pessia Tsamir	421
References	426

Part XIV	Feminist Pedagogy and Mathematics
Preface to	Part XIV
Gabri	ele Kaiser
F	References
Feminist F	Pedagogy and Mathematics
Judith	E. Jacobs
1	ntroduction
]	Cheoretical Framework: Different Voices
F	Feminist Pedagogy: The Nature of the Mathematics
F	Feminist Pedagogy: The Methodology of the Mathematics Classroom443
(	Conclusion
F	References
Comment	ary 1 on Feminist Pedagogy and Mathematics
Gilah	C. Leder
I	Different Faces of Feminism
F	Feminism and Mathematics Education
F	Feminist Pedagogy and Mathematics—a Brief Summary 450
(	Concluding Comments
F	References
Comment	arv 2 on Feminist Pedagogy and Mathematics
Safur	e Bulut, Bekir S. Gür, and Bharath Sriraman
I	ntroduction: Revisiting the Gender Debate
E	Feminist Pedagogy and Mathematics
H	Education in Turkey
(	Gender and Mathematics Achievement in Turkey
Ċ	Conclusion
F	References
Comment	ary 3 on Feminist Pedagogy and Mathematics 467
Guðh	jörg Pálsdóttír and Bharath Sriraman
Cubl.	in the Shadow of PISA 2003 in Iceland A67
1	A Different Perspective on the Gender Issue 467
I	$\frac{1}{2} Direction + Cospective on the Ochice + issue + \dots + \dots + \frac{1}{407}$
I	<b>Autoreneus</b>

### Part XV Networking of Theories—An Approach for Exploiting the Diversity of Theoretical Approaches

Preface to Part XV .			•			•														479
Tommy Dreyfus																				
References		•		•	•	•		•	•	•		•		•	•		•	٠	•	481

Networking of Theories—An Approach for Exploiting the Diversity of	
Theoretical Approaches	483
Angelika Bikner-Ahsbahs and Susanne Prediger	
What Are Theories, and for What Are They Needed?	484
Static and Dynamic Views on Theories	485
Function of Theories for Research Practices	486
Diversity as a Challenge, a Resource, and a Starting Point for	
Further Development	489
Strategies for Connecting Theories—Describing a Landscape	491
Introducing the Terms	491
Understanding Others and Making own Theories	
Understandable	492
Comparing and Contrasting	493
Coordinating and Combining	495
Synthesizing and Integrating	496
Strategies and Methods for Networking	497
Developing Theories by Networking	500
References	503
Part XVI Issues and Practices in Networking Theories	512
Preface to Part XVI	515
Susanne Prediger and Angelika Bikner-Ahsbahs	
References	517
On Networking Strategies and Theories' Compatibility: Learning from	
an Effective Combination of Theories in a Research Project	519
Helga Jungwirth	
	519
Theories	520
Micro-sociological Frameworks	520
Linguistic Activity Theory	521
Networking Strategies: Synthesizing and Co-ordinating	521
Synthesizing and Co-ordinating: Two Sides of One Coin in	
Grounded Theory Development	522
Networking of Theories in My Case: An Illustrative Example	524
A Networked Interpretation of the First Part of the Episode	525
A Networked Interpretation of the Second Part of the Episode	526
Going Beyond the Episode	527
Compatibility of Theories	528

Concordance of Theories' Basic Assumptions (Paradigms) 529
Neighbourhood of Phenomena's Sites
Theories' Differences in Empirical Load
References
Modalities of a Local Integration of Theories in Mathematics Education . 537
Uwe Gellert
Theorizing as Bricolage 538
Explicitness in Mathematics Instruction: A Case of Local Theory
Integration 540
A Semiotic Interpretation
A Structuralist Interpretation
Local Integration of Semiotic and Structuralist Assumptions . 545
Theorizing as Mutual Metaphorical Structuring
Conclusion
References
Compared and the second s
Commentary on On Networking Strategies and Theories' Compandinty:
Learning from an Effective Combination of Theories in a Research
Project
Uwe Gellert
References
Commentary on Modalities of a Local Integration of Theories in
Mathematics Education
Tine Wedege
Theoretical Approach Versus Theoretical Perspective
Implicitness in Instruction and in Research
From Bricoleur to Reflective Practitioner
References 559
Part XVII Complexity Theories and Theories of Learning: Literature
Reviews and Syntheses
Preface to Part XVII
Richard Lesh
Complexity Theories and Theories of Learning: Literature Reviews and
Syntheses
Andy Hurford
General Systems Approaches
An In-Depth View of Three Systems Perspectives
Future Research Directions
Conclusion
References

### Part XVIII Knowing More Than We Can Tell

Preface to Part XVIII
Knowing More Than We Can Tell
Nathalie Sinclair
Structuring Covert Ways of Knowing
On Furtive Caresses
On Passions and Pleasures
On Desire and Delusion
Looking Back, Looking Forward
References
Commentary on Knowing More Than We Can Tell
David Pimm
What's in a Word?
The Tact of the Tactile
Psychoanalytic Tremors
Frontiers and Boundaries: Mathematical Intimations of Mortality . 617
References

### Part XIX Politicizing Mathematics Education: Has Politics Gone too Far? Or Not Far Enough?

Politicizing Mathematics Education: Has Politics Gone too Far? Or Not
Far Enough?
Bharath Sriraman, Matt Roscoe, and Lyn English
Overview
Mathematics as a Marginalizing Force
Democratization, Globalization and Ideologies
Looking Back at New Math (and Its Consequences) as an Outcome
of the Cold War
Mathematics, Technology and Society
What Does the Future Hold? A Critical View of the Field 633
References
Commentary on Politicizing Mathematics Education: Has Politics Gone
too Far? Or Not Far Enough?
Keiko Yasukawa
References
Author Index
Subject Index