

SYMBOLIZING MODELING AND TOOL USE IN MATHEMATICS EDUCATION%0A

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The position of the editors of this book is that symbolizing, modeling and tool use play a key role in the answer to this question. We therefore made the role of symbolizing, modeling and tool use in mathematics education the central theme of this book. This theme is approached from different angles and different perspectives.

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The almost universal rejection of the notion of symbols as `carriers of meaning' has created the need to find an alternative for the use of models as embodiments of mathematical concepts. By taking its point of departure as a concern for the way students actually use tools and symbols, and for what

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Symbolizing Modeling and Tool Use in Mathematics

By taking its point of departure as a concern for the way students actually use tools and symbols, and for what these signify for them, this book explores the option of building on symbolizing, modelling and tool use as personally meaningful activities of students. This theme is approached from different angles and different perspectives. One dimension is that of setting, varying from the

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Mathematical Modeling in Mathematics Education Basic

to mathematical modeling and related concepts, along with differing perspectives on the use of mathematical modeling in teaching and learning mathematics in terms of definitions of models and modeling, the theoretical

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Symbolizing modeling and tool use in mathematics

This book explores the option of building on symbolizing, modeling and tool use as personally meaningful activities of students. and the dimension of the theoretical framework of the researcher: varying from constructivism, to activity theory, cognitive psychology and instructional-design theory.

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