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Conviction and explanation in the context of geometry.

S. Afr. J. Educ. 12, No. 4, 464-467 (1992).

Qualitative empirical research indicated that, although the majority of pupils' needs for personal conviction were satisfied by quasi-empirical means, they nevertheless exhibited an independent need for explanation which seemed to be only satisfied by some sort of logico-deductive argument. Pupils' needs in this respect and their fulfilment are compared with those of mathematicians. A case is made that the explanatory function of proof is in many cases not only potentially more meaningful to pupils, than the verification function, but also intellectually more honest. (orig.)

Classification: C30