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How mathematical knowledge for teaching may profit from the study of history of mathematics.

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Summary: In this theoretical article, we aim at theorizing the old statement that mathematics teachers might profit from studying the history of mathematics. We do this by drawing upon the theoretical framework of mathematical knowledge for teaching (MKT). A selection of international studies on the history and pedagogy of mathematics is used as starting points for discussing how the different domains of teachers' MKT – to a larger or smaller degree – can profit from the history of mathematics.

Classification: D20 D39 A30

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