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Beyond postmodernity in mathematics education?

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Summary: A radical form of postmodernity is presented with reference to Nietzsche's ideas with respect to truth, knowledge, sciences, progress, democracy, and ethical values in general. Thereafter is presented Foucault's archaeology of knowledge. This brings us forward to the notion of genealogy, which is a defining idea for the postmodern conception of critique. However, it is emphasised that a critique can address the generativity of mathematical rationality by considering mathematics-based fabrications. Finally, imagination is presented as yet another feature of a critical enterprise. It is illustrated how such a three dimensional critical enterprise is relevant for both mathematics and mathematics education. In this way the paper suggests moving beyond the postmodern outlook.

Classification: D20

Keywords: critique; genealogy; generativity; fabrication; imagination; postmodernity; education