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Jankvist, Uffe Thomas

On empirical research in the field of using history in mathematics education.

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Summary: This paper addresses the question of empirical research in the field of using history in Mathematics Education. More precisely, it focuses on what role empirical research may serve in the discussion of why to use history in mathematics education and how to do it. This is exemplified mainly by referring to two empirical research studies on the use of history in the Danish upper secondary mathematics program. Also it is illustrated how both the research design and research methodology of these two studies were dependant on the initial purpose of using history being concerned with history as a goal rather than history as a tool. Finally, perspectives are drawn on the possible benefits of increasing the amount of empirical research being done within the field of using history in mathematics education.

Classification: A30 A34 C20 C24 D20 D24 D30 D34

Keywords: history in mathematics education; history as a goal; history as a tool; empirical research; research design and methodology; students' beliefs and images of mathematics; research; upper secondary