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Analysing the use of history of mathematics through MKT.

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Summary: In this article, we analyse three ‘classical’ cases of using history of mathematics in teacher training and reinterpret them using the framework of mathematical knowledge for teaching (MKT). We continue with a discussion of the potential benefits of applying MKT as a framework for discussion in research related to the use of history in mathematics education. MKT serves as an example of a framework from general mathematics education research which has something to offer in this respect. We argue that the MKT framework provides a powerful language to communicate results from research on the uses of history of mathematics to researchers in other areas of mathematics education research.

Classification: D39 A30 F49

Keywords: history of mathematics; mathematical knowledge for teaching; negative numbers; number systems; completing the square

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