

**ZMATH 2009f.00183**

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**Mathematical imagination and embodied cognition.**

Educ. Stud. Math. 70, No. 2, 159-174 (2009).

Summary: The goal of this paper is to explore qualities of mathematical imagination in light of a classroom episode. It is based on the analysis of a classroom interaction in a high school Algebra class. We examine a sequence of nine utterances enacted by one of the students whom we call Carlene. Through these utterances Carlene illustrates, in our view, two phenomena: (1) juxtaposing displacements, and (2) articulating necessary cases. The discussion elaborates on the significance of these phenomena and draws relationships with the perspectives of embodied cognition and intersubjectivity.

*Classification:* C33 C53 D23

*Keywords:* mathematical imagination; embodied cognition; gesture; tool use; classroom observation; student observation; grade 10

doi:10.1007/s10649-008-9150-4