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New directions for situated cognition in mathematics education.

Mathematics Education Library 45. New York, NY: Springer (ISBN 978-0-387-71577-3/hbk; 978-0-387-71579-7/ebook). xi, 360 p. (2008).

Publisher's description: This volume gathers current situated cognition theories as applied to the teaching and learning of mathematics by major thinkers in the field. Arranged to be read cover to cover or by the individual chapter, this unique volume examines situated cognition in all levels and contexts of math instruction, in traditional school settings, in adult education, at home, on the job, or on the street. Well-known authorities explore beyond traditional concepts of good practice and the relationship between knowledge and the learner while synthesizing insights from related perspectives, including semiotics, activity theory, *Ardinas* practice, and Moll's concept of funds of knowledge. The emphasis is not merely on achieving standards or even gaining skills, but on learning as a lifelong activity. The chapters of this volume will be reviewed individually in MathEduc.

Classification: C30 D20

Keywords: learning as developing identities in the mathematics classroom; school mathematics learning; making sense of identity; tacit knowledge and situated learning perspectives; applications of situated cognition to mathematical learning; situated intuition; situated abstraction in the workplace: a semiotic perspective
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