

ZMATH 2008c.00186

Dörfler, Willibald

Making mathematics more mundane – a semiotic approach.

Woo, Jeong-Ho (ed.) et al., Proceedings of the 31st annual conference of the International Group for the Psychology of Mathematics Education, PME, Seoul, Korea, July 8–13, 2007. Vol. 1-4. Seoul: The Korea Society of Educational Studies in Mathematics. Part 1, 105-108 (2007).

Summary: The trivial fact that mathematics is a human activity is interpreted by viewing it as a semiotic activity with (systems of) signs and diagrams. Organizing learning as the progressive participation in this social practice with and on signs is deemed to make mathematics more accessible and intelligible and less often a cause of anxiety and frustration.

Classification: D20 D30 E20 A60

Keywords: theory of mathematics education; mathematics as sign; semiotics; humanistic mathematics education; goals of mathematics education