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**Working with adults: a commentary.**

Gellert, Uwe (ed.) et al., Educational paths to mathematics. A C.I.E.A.E.M. sourcebook. Collected papers based on the presentations at the 63rd and 64th conference, Barcelona, Spain, summer 2011 and Rhodes, Greece, summer 2012. Cham: Springer (ISBN 978-3-319-15409-1/hbk; 978-3-319-15410-7/ebook). *Advances in Mathematics Education*, 131-140 (2015).

Summary: The commentary on the chapters of *G. E. FitzSimons* [in: Educational paths to mathematics. A C.I.E.A.E.M. sourcebook. Collected papers based on the presentations at the 63rd and 64th conference, Barcelona, Spain, summer 2011 and Rhodes, Greece, summer 2012. Cham: Springer. 99–115 (2015; ME 2015f.00182)] and of *V. H. Giusti de Souza* et al. [in: Educational paths to mathematics. A C.I.E.A.E.M. sourcebook. Collected papers based on the presentations at the 63rd and 64th conference, Barcelona, Spain, summer 2011 and Rhodes, Greece, summer 2012. Cham: Springer. 117–130 (2015; ME 2015f.00922)] reconsiders the distinction between ‘horizontal discourse’ and ‘vertical discourse’ to reflect on possible relationships between mathematics and meaningful contexts. By drawing on various sociological traditions the importance of these relationships for the design of ‘democratic mathematical activities’ is emphasized.

*Classification:* D17 D18 C60

*Keywords:* horizontal discourse; egalitarian dialogue; democratic thinking; mathematics modelling; transferability

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