How does algebraic thinking emerge? The case of factual algebraic thinking. (¿Cómo emerge el pensamiento algebraico? El caso del pensamiento algebraico factual.)

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Summary: This paper discusses the phenomenon of the emergence of factual algebraic thinking in young students. The first part sets the problem in context by exploring the way in which new relationships between the body, perception and initiation of use of symbols emerge and evolve as students participate in activities about generalising patterns. The second part deals with some analytical tools in the theory of objectification. The third part presents the methodology, which addresses data gathering and analysis. The rest of the paper discusses some findings that can fuel thoughts on the development of algebraic thinking.

Classification: H22 H23 C32 C33

Keywords: factual algebraic thinking; indeterminacy; analyticity; multimodal analysis