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Development in research: Mathematics education in the Netherlands. (Onderzoek en ontwikkeling: van en vóór het reken-wiskundeonderwijs in Nederland.)

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This article describes an explorative expedition through Dutch educational research in the field of primary mathematics. The core question is: what kind of investigations does inspire a mathematics teacher educator? In 1984 a workshop on research of primary mathematics education was organised in Puidoux-Chexbres, Switzerland. For the purpose of this workshop an inventory of Dutch research had been made. The result: 25 small and large research projects. In order to report these 25 projects an organising principle had to be found: educational development. The research could be brought together according to this principle, but closely reading brought up quite a number of differences. During the years from 1985 until 1995 even more research on mathematical education has been conducted, many as part of a working group of researchers that started its activities in 1984 within the framework of NVORWO, the Dutch combination of NCTM and ATM. A central question became: does this development research community need a different paradigm? Particularly the members with a general education background are the discussants who take a theoretical position. Fundamental methodological concepts like objectivity, reliability and validity need (or need not) a new definition. All invited researchers agreed to describe their (more than 40) projects shortly and on essential features. Organised in six categories all projects are presented in the second part of this article. At the end the starting question is put again. What is all this research good for? The author, as a primary mathematics teacher educator, answers the question in his own way, mentioning sixteen points of interest.

Classification: D12