

Theme 2 Plenary Lecture:

History in Teachers' Mathematics Education: Problematising Concepts, Views on Mathematics, and its Learning and Teaching

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Her main research interest lies in integrating the history of mathematics with mathematics teaching, exploring ways to achieve this integration through a commognitive lens.



Abstract

In recent decades, we have seen the integration of history into students' and teachers' mathematics education flourish, yielding numerous teaching proposals and materials. In this presentation, I will explore some examples of how I have promoted this integration within teacher education, grounded in the theory of commognition. Through the notions of commognitive conflict and metadiscursive rules, mathematical practices from the past are explored to problematise concepts, views on mathematics (e.g., mathematics is universal, immutable, only brilliant minds can engage in it), and views on how it is learned and taught. Within this framework, the use of primary sources is deemed essential. To conclude, I will share the findings of a recent investigation into mathematics textbooks and address some of the challenges we have been facing in Brazil to promote this integration.