

TABLE OF CONTENTS

EDITORIAL PREFACE	xi
FOREWORD	xiii
INTRODUCTION	1
1. ACTIVITY THEORY	18
1.1. From Piaget to Vygotsky	18
1.1.1. On Piaget	18
1.1.2. Folk Mathematics	20
1.1.3. Bruner's Modes of Representation	25
1.1.4. The Advantages of Vocational Schools	27
1.1.5. Vygotsky	29
1.2. The Foundation	30
1.2.1. Is Educational Activity Possible?	30
1.2.2. Levels of Activity	33
1.2.3. Activity Is a Political Concept	37
1.2.4. Activity Is Social	38
1.2.5. Communication Is Part of Activity	41
1.2.6. Internalisation	43
1.2.7. Tools	47
1.2.8. The Role of Speech	50
1.2.9. The Discovery of a Thinking-tool	51
1.2.10. On Functional Literacy	54
1.2.11. Summary	56
1.3. Dimensions for Education	57
1.3.1. In Search of Educational Activity	57
1.3.2. The Samba School	59
1.3.3. The Laboratory	62
1.3.4. An IOWO Project	62

1.3.5.	The Past and the Future Dimension	65
1.3.6.	The Narrowing-widening Dimension	72
1.3.7.	The Inter-intrapersonal Dimension	75
2.	MATHEMATICS AS A LANGUAGE	77
2.1.	Theory	77
2.1.1.	Introducing the Topic	77
2.1.2.	Preparation for Written Language	78
2.1.3.	The Ogden-Richards Triangle (O.-R.)	80
2.1.4.	The Høines Triangle	83
2.1.5.	Variations of H.-triangles	84
2.1.6.	Case 3	87
2.1.7.	Two Case Studies	88
2.1.8.	The Relationships between L1 and L2	89
2.1.9.	Case 4	91
2.2.	Beginning Mathematics	93
2.2.1.	Starting Up	93
2.2.2.	On Method	96
2.2.3.	About Projects	97
2.2.4.	Some Projects of Beginning Mathematics	98
2.2.5.	Summary	105
2.3.	Algorithms	105
2.3.1.	Definition	105
2.3.2.	Algorithmic Actions	106
2.3.3.	A Metaconcept of Algorithms	108
2.3.4.	Progressive Schematising	110
3.	LEARNING FROM ANTHROPOLOGY	113
3.1.	Relationships between Verbal and Non-verbal Mathematics	113
3.1.1.	The Importance of Non-verbal Mathematics	113
3.1.2.	Research about Non-verbal Mathematics	114
3.1.3.	Language and Culture	117

3.2. The Sapir-Whorf Hypothesis	118
3.2.1. A Language Dominance over Thinking?	118
3.2.2. Language Development as Part of Activity	122
3.3. From One Culture to Another	123
3.3.1 Not Only Euclid	123
3.3.2. Pinxten's Solutions	124
3.3.3. Who Is to Decide What Is the Best Solution?	128
3.3.4. The Kpelle School Child	129
3.3.5. Visualisation and Activity: Some Examples	131
3.4. On UFORS (Universal Frames of Reference)	139
3.4.1. Old Friends	139
3.4.2. Pinxten's Strategy	141
3.4.3. On Chomsky	142
3.4.4. Critique of the Paradigm of Universal Grammars	144
3.4.5. The Berlin-Kay Research	146
3.4.6. The Claim for Social Anthropology	148
3.4.7. Towards a Social Psychology	149
4. LEARNING FROM PSYCHOLOGY	151
4.1. Symbolic Interactionism	151
4.1.1. Understanding Activity	151
4.1.2. The Sociologist's Psychology	152
4.1.3. From the Generalised Other to Ideology	153
4.1.4. Rationality for Learning	156
4.1.5. Some Limitations of Social Interactionism	160
4.2. Psychoanalysis	163
4.2.1. A Linguistic Perspective	163
4.2.2. Activity Theory and Psychoanalysis	164
4.2.3. Ideological Forces as Repressive Forces	166
4.2.4. Repressed Knowledge Does Not Disappear	168
4.2.5. The Unconscious as a Language	169
4.2.6. Linguistic Registers as Oppressive Forces	171
4.2.7. Summary	173

4.3. Communication Theory	175
4.3.1. Institutions Communicate	175
4.3.2. Metalearning	176
4.3.3. The Dialectics between Learning and Meta- learning	178
4.3.4. Children's Metaconcept of Mathematics	182
4.3.5. The Double-bind	183
4.3.6. Double-binds in Education	185
4.3.7. Responsibility	188
4.3.8. Summary	189
5. POLITICISING MATHEMATICS EDUCATION	191
5.1. On Ideology, Hegemony and Resistance	191
5.1.1. Mathematics Education Is Political	191
5.1.2. Reproduction of Society	192
5.1.3. The Pupil as a Purveyor of Ideology	194
5.1.4. Resistance	197
5.1.5. Activity as a Drive for Ideology Production	201
5.1.6. From Critical Awareness Towards Activity	202
5.2. From Critical Awareness to Activity	205
5.2.1. Conscientisation	206
5.2.2. The Cultural Circles	207
5.2.3. Between Conscientisation and Activity	210
5.2.4. Politicising Mathematics: Challenging Ideologies	211
5.2.5. Health Careers	216
5.2.6. Using the Micro	219
5.2.7. The Importance of the End-product	220
5.2.8. Which Mathematics?	221
5.2.9. The Dialectics between Inside and Outside Mathematics	223
NOTES	225
REFERENCES	232
INDEX OF NAMES	241
INDEX OF SUBJECTS	244