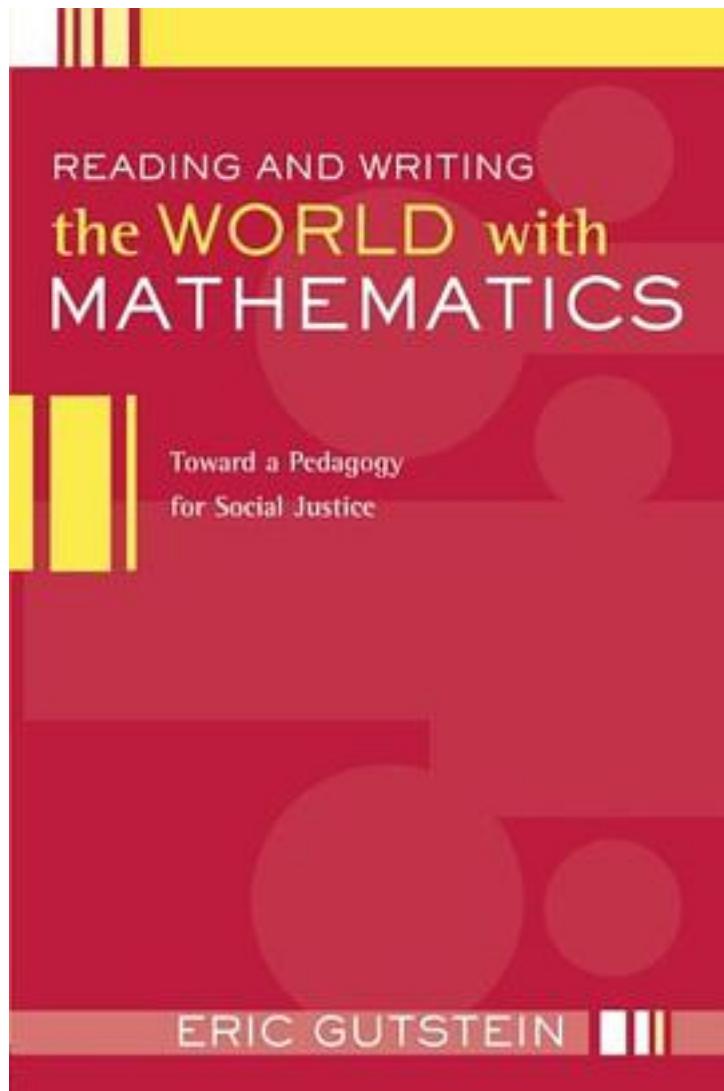


Reading and Writing the World with Mathematics



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Mathematics education in the United States can reproduce social inequalities whether schools use either "basic-skills" curricula to prepare mainly low-income students of color for low-skilled service jobs or "standards-based" curricula to ready students for knowledge-intensive positions. And working for fundamental social change and rectifying injustice are rarely included in any mathematics curriculum. *Reading and Writing the World with Mathematics* argues that mathematics education should prepare students to investigate and critique injustice, and to challenge, in words and actions, oppressive structures and acts. Based on teacher-research, the book provides a theoretical framework and practical examples for how mathematics educators can connect schooling to a larger sociopolitical context and concretely teach mathematics for social justice.

作者介绍:

Eric Gutstein is an Associate Professor of Mathematics Education, University of Illinois-Chicago. For the past seven years, he has also been a middle-school math teacher at a Chicago public school. He is a frequent contributor to *Rethinking Schools* and has written on issues of math equity for numerous academic publications.

目录:

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标签

英文原版

教

哲学

评论

7、8章太细碎，跳过了。Eric传承的是弗莱雷的传统，让数学成为一种学生追求社会公平正义的工具，从而焕发生机。这当然是批判教育学中最鼓舞人的一脉渊源。某种意义上，这也解决一个问题，即学生们大多是安居于质性理解中的嘴炮专家，而量化研究的求实精神可以在数学课中弥补。但作者还有许多问题没有解决。尤其是，社会正义是一种规范判断，但数学只能作事实陈述，这两者的差距如何弥补，其实没有得到很好的论证。

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书评

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