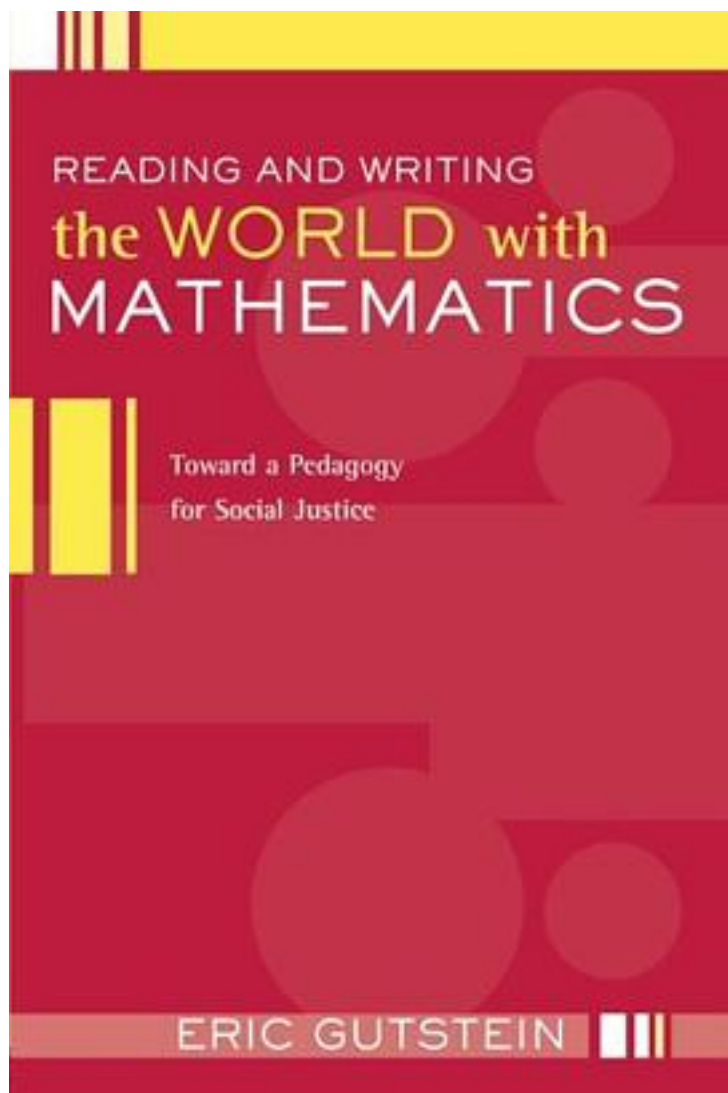


Reading and Writing the World with Mathematics



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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.

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标签

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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，这也可以解决一个问题，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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