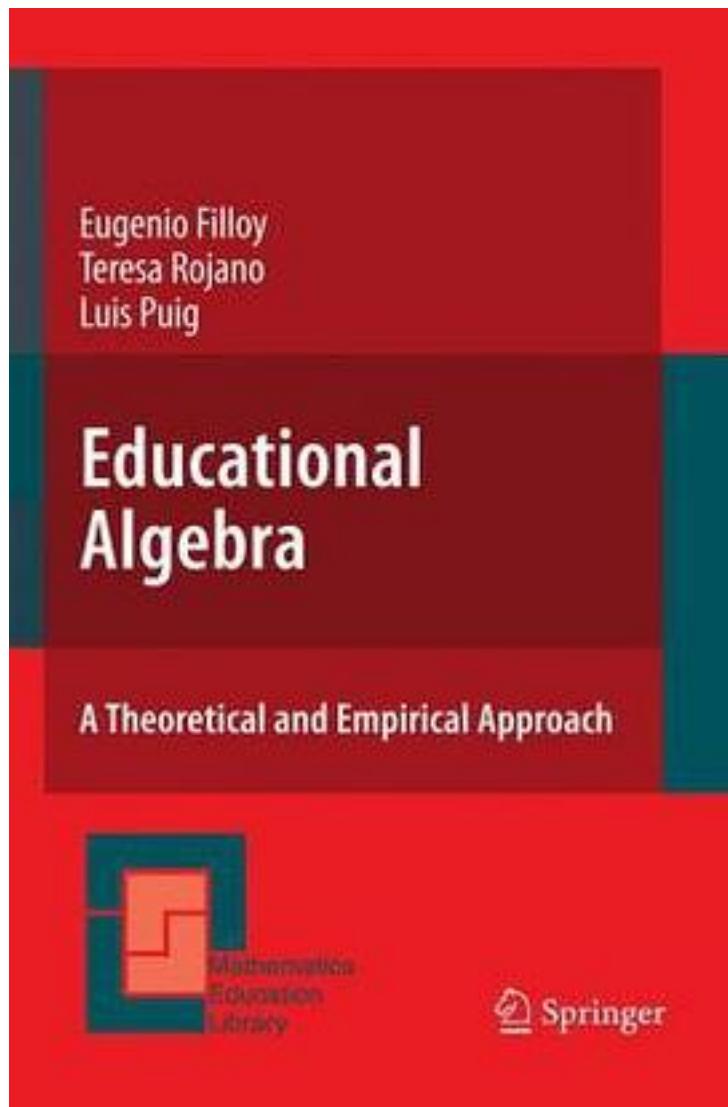


Educational Algebra



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This book takes a theoretical perspective on the study of school algebra, in which both semiotics and history occur. The Methodological design allows for the interpretation of specific phenomena and the inclusion of evidence not addressed in more general treatments. The book gives priority to "meaning in use" over "formal meaning". These approaches and others of similar nature lead to a focus on competence rather than a user's activity with mathematical language.

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