

Korta bokanmälningar

I förra numret gav vi några exempel på den omfattande bokutgivningen inom vårt vetenskapsområde. Vi fortsätter här med ytterligare exempel och förlag.

Böcker från Falmer Press

The series, *Studies in Mathematics Education*, consists of research contributions to the field based on disciplined or multidisciplinary perspectives that link theory with practice. It is founded on the philosophy that theory is the practitioner's most powerful tool in understanding and changing practice. Whether the practice is mathematics teaching, teacher education, or educational research, the series will offer new perspectives to assist in clarifying and posing problems and to stimulate debate. General editor is Paul Ernest, University of Exeter, UK.

The Philosophy of Mathematics Education (1991. Second printing). Author: Paul Ernest, University of Exeter, UK

This is a well known exploration of the philosophy of mathematics and its pedagogical implications. Part one includes an extensive presentation of the social constructivist theory of learning and philosophy of mathematics. Part two includes a critique of British curriculum developments based on a theoretical model of Ideologies of mathematics education. It concludes with an exposition of the 'public educator' perspective with its liberatory aims for mathematics education.

Understanding in Mathematics (1994). Author: Anna Sierpinska, Concordia University, Montreal, Canada

In this volume Anna Sierpinska tackles a central problem in mathematics education: understanding in mathematics. Her enquiry draws together strands from mathematics, philosophy, logic, linguistics and the psychology of mathematics education, as well as continental European research. She considers the contribution of the social and cultural contexts to understanding, and draws upon the work of a wide range of scholars, including Vygotsky and Foucault. The outcome is an interesting insight into both understanding and mathematics, valuable both for the teacher and the mathematician.

Mathematics, Education and Philosophy (1994). Editor: Paul Ernest, University of Exeter, UK

This book embodies interdisciplinary enquiry into philosophical and reflective aspects of mathematics and mathematics education. It offers both reconceptualisations and critiques of mathematics and mathematics education. The result is a valuable contribution to current debate.

Contributors include: Reuben Hersh, David Bloor, Thomas Tymoczko, Valerie Walkerdine, Brian Rotman, George Gheverghese Joseph, Sal Restivo and Ubiratan D'Ambrosio.

Constructing Mathematics Knowledge (1994). Editor: Paul Ernest, University of Exeter, UK

This book offers a panorama of complimentary and forward looking perspectives on the learning of mathematics and epistemology from leading contributors to the field.

Contributors include Ernest von Glasersfeld, Leslie P Steffe, Stephen Lerman, Michael Otte, Katherine Crawford, David Pimm, Dick Tahta, Falk Seeger, Heinz Steinbring, Stephen I Brown, John Mason and Anna Sfard.

Investigating Mathematics Teaching (1994). Author: Barbara Jaworski, University of Oxford, UK

A number of questions that are central to research or reform in mathematics education today are addressed. In this volume Barbara Jaworski attempts to chart critically yet honestly her own developing ideas as she undertakes a several-year-long enquiry into mathematics teaching and gives a very personal account of her developing conceptions, conjectures, thoughts and reflections. She is accounting for her research both genetically and biographically, reconstructing the development of her ideas and giving a critical and reflective account. This makes it an interesting publication to use narrative,

biography, and to acknowledge the central presence of the researcher in the enquiry. In employing the development in interpretative educational and feminist research, the book could be influential for researchers adopting a similar research methodology.

Radical Constructivism. A Way of Knowing and Learning (1995). Author: Ernst von Glasersfeld, University of Georgia, USA and University of Massachusetts, USA

In this volume Ernst von Glasersfeld offers the theoretical account of radical constructivism. It is a thoroughly argued account of this epistemological position, providing a profound analysis of its central concepts. The book traces two genealogies of the theory. The first is the constructivist strand in the history of philosophy from the pre-Socratics via Jean Piaget to the present. The second is his own intellectual biography, illustrating how a number of lines of thought became synthesised into radical constructivism. Given its diverse roots, this articulation of the theory is likely to have a big influence on mathematics education.

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