

סמינר המגמה לטכנולוגיות בחינוך ומרכז LINKS לחקר למידה בחברת המידע



Grounding K-5 Mathematics Education in Experience of Space



Prof. Richard Lehrer

Conceptualization and quantification of space have long played a foundational role in mathematical inquiry, perhaps because some of our earliest and most common experiences revolve around the organization of space. Mathematical concepts expressed in space are literally graspable and indexical and consequentially, broaden the available pathways for making mathematical sense. Yet these prospective pathways are often not exploited in mathematics education, reflecting a belief that visualization is a fixed individual trait, a spatial ability that is relatively immutable. Working in concert with K5- teachers of ethnically and socioeconomically diverse children, we build upon children's intuitions and everyday experiences of space to support the development of mathematical understandings. I will illustrate our approach in two realms of spatial experience, measure and symmetry, with the aim of describing how concepts and mathematical practices co-develop to support children's constructions of mathematical systems at collective and individual levels.

Richard Lehrer is Frank W. Mayborn Professor of Education at Vanderbilt University. Working in concert with teachers, he focuses on the design of classroom learning environments that support the growth and development of learning about foundational concepts and epistemic practices in science and in mathematics. He is a Fellow of the American Educational Research Association and is a member of the U. S. National Academy of Education. He was co-editor of Cognition and Instruction and has served on U. S. National Academy committee studies addressing assessment, engineering education and integrated STEM education.

מועד ומיקום המפגש

יום רביעי, 09.03.2016
בניין הפקולטה לחינוך, חדר 570
16:15-15:45 | התכנסות וכיבוד קל
17:45-16:15 | הרצאה ודין

