



(Des)orientación y sentido espacial: pensamiento topológico en los grados intermedios [

2014

text (article)

Analítica

In this paper, we focus on topological approaches to space and we argue that experiences with topology allow middle school students to develop a more robust understanding of orientation and dimension. We frame our argument in terms of the phenomenological literature on perception and corporeal space. We discuss findings from a quasi-experimental study engaging 9 grades 5-8 students (10-13 years old) in a 6-week series of school-based workshops focused on knot theory. We discuss video data that shows how students engage with the intrinsic disorientation of mathematical knots through the use of gesture and movement

In this paper, we focus on topological approaches to space and we argue that experiences with topology allow middle school students to develop a more robust understanding of orientation and dimension. We frame our argument in terms of the phenomenological literature on perception and corporeal space. We discuss findings from a quasi-experimental study engaging 9 grades 5-8 students (10-13 years old) in a 6-week series of school-based workshops focused on knot theory. We discuss video data that shows how students engage with the intrinsic disorientation of mathematical knots through the use of gesture and movement

<https://rebiunoda.pro.baratznet.cloud:28443/OpacDiscovery/public/catalog/detail/b2FpOmNlbgVicmF0aW9uOmVzLmJhemF0ei5yZW4vMzEzNDM3MjY>

Título: (Des)orientación y sentido espacial: pensamiento topológico en los grados intermedios [electronic resource]

Editorial: 2014

Tipo Audiovisual: Body Geometry Knots Orientation Phenomenology Topology Cuerpo Fenomenología Geometría Nudos Orientación Topología

Documento fuente: PNA, ISSN 1887-3987, Vol. 9, Nº. 1, 2014, pags. 41-51

Nota general: application/pdf

Restricciones de acceso: Open access content. Open access content star

Condiciones de uso y reproducción: LICENCIA DE USO: Los documentos a texto completo incluidos en Dialnet son de acceso libre y propiedad de sus autores y/o editores. Por tanto, cualquier acto de reproducción, distribución, comunicación pública y/o transformación total o parcial requiere el consentimiento expreso y escrito de aquéllos. Cualquier enlace al texto completo de estos documentos deberá hacerse a través de la URL oficial de éstos en

Dialnet. Más información: <https://dialnet.unirioja.es/info/derechosOAI> | INTELLECTUAL PROPERTY RIGHTS STATEMENT: Full text documents hosted by Dialnet are protected by copyright and/or related rights. This digital object is accessible without charge, but its use is subject to the licensing conditions set by its authors or editors. Unless expressly stated otherwise in the licensing conditions, you are free to linking, browsing, printing and making a copy for your own personal purposes. All other acts of reproduction and communication to the public are subject to the licensing conditions expressed by editors and authors and require consent from them. Any link to this document should be made using its official URL in Dialnet. More info: <https://dialnet.unirioja.es/info/derechosOAI>

Lengua: Spanish

Enlace a fuente de información: PNA, ISSN 1887-3987, Vol. 9, Nº. 1, 2014, pags. 41-51

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es