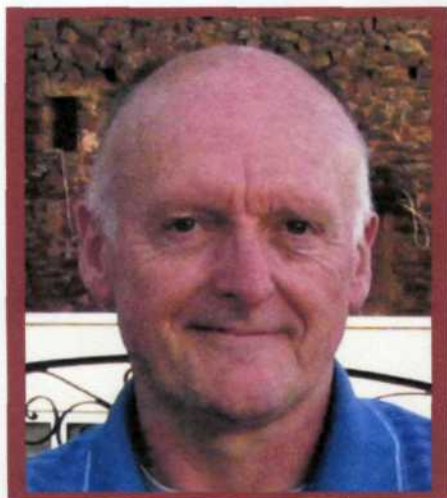


Multiple Literacies Research Unit

Mathematics Education Research Unit



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Mathematical Education in the Network Society: Beyond Sets and Enclosure

Tuesday, March 30th 2010

16h30 à 18h / 4:30 p.m. to 6:00 p.m.

Pavillon Lamoureux. local 387 / Lamoureux Hall. Room 387

Mathematical education after WWII in most North American jurisdictions experimented with a “new” pedagogical approach, one that took seriously the conceptual tradition that professional mathematicians had almost universally embraced as a foundational framework – set theory. Although this development was, arguably, a significant pedagogic innovation insofar as it brought abstract mathematics into the classroom in a serious way, it can easily be imagined that the set-theoretic conception of mathematics (both pedagogically and foundationally) was deeply implicated in the social and political dispositions of Foucault’s enclosure society. In this paper I explore the nature of mathematical education and mathematics itself as it can be understood within Deleuze’s control society. My approach will be historical, tracing the a priori conception of mathematics from Kant, through Russell (set theory), then through Lawvere (topos theory) to the mathematical theory of complexity. In this way I arrive at a defence of the self-organizing classroom of Inna Semetsky as a site for mathematical education in the network (control) society.