

1080-97-45

Ilhan M. Izmirlı* (iizmir12@gmu.edu), GMU, Department of Statistics, 4400 University Drive, MS 4A7, Fairfax, VA 22030. *Radical Constructivism and Pedagogy of Mathematics*. Preliminary report.

In this paper we will discuss the impact of radical constructivism on the pedagogy of mathematics.

It is our view that the most vital aspect of radical constructivist pedagogy of mathematics is that by instituting an academic discourse where students routinely create mathematics themselves, it makes one of the most fundamental tenets of pedagogy (namely, students coming to believe that they have possession of the material they have learned) compellingly germane. Moreover, such a milieu, where prolific social and linguistic interaction is the norm, would be an excellent conduit for the learners' further academic development.

This paper is organized in three sections. In the first section we will discuss the basic tenets of the constructivist epistemology. This will be followed by a brief depiction of radical constructivism. In the last section we will delineate some facets of a radical constructive pedagogy of mathematics. (Received December 16, 2011)