



Fall Colloquium Series

How can we know whether it is a proof?

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Abstract:

Proof is arguably what distinguishes mathematics most markedly from other domains of knowledge. Is it obvious what a proof is?

Mathematicians have asked some incisive questions about the nature and role of proof. Research results on students' conceptions of proof appear inconsistent: While the transition to deductive reasoning is possible already in elementary school, most high school students have a vague notion of proof, at best. Many teachers are uncertain about the status of non-algebraic arguments such as verbal, visual and generic ones.

This talk addresses mathematicians, mathematics teachers and mathematics educators. I will raise the question how the community of mathematics educators deals with some of the issues raised above.

Monday, November 10, 12:30 - 1:50pm in 8-4