

Conceptual Connectivity in Mathematics

Joanne Mulligan
Macquarie University
<joanne.mulligan@mq.edu.au>

Geoff Woolcott
Southern Cross University
<Geoff.woolcott@scu.edu.au>

Human environmental interactions involve general conceptual connectivity processes such as categorisation, abstraction and generalisation. These are linked to the development of mathematics concepts, but research in this area is relatively new in mathematics education. A conceptual connectivity lens, however, has been used in cases where there are difficulties in mathematics learning, such as developmental dyscalculia, as well as in studies of mathematical pattern and structure with young gifted children. This presentation suggests that such studies support the determination that individual differences in processing of environmental information are an important way forward in understanding what underpins mathematics conceptual development.

References

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