



# **What Does Understanding Mathematics Mean for Teachers?: Relationship as a Metaphor for Knowing (Studies in Curriculum Theory Series)**

*Yuichi Handa*

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This book opens up alternative ways of thinking and talking about ways in which a person can "know" a subject (in this case, mathematics), leading to a reconsideration of what it may mean to be a *teacher* of that subject.

In a number of European languages, a distinction is made in *ways of knowing* that in the English language is collapsed into the singular word know. In French, for example, to know in the *savoir* sense is to know things, facts, names, how and why things work, and so on, whereas to know in the *connaître* sense is to know a person, a place, or even a thing—namely, an *other*—in such a way that one is familiar with, or in relationship with this other. Primarily through phenomenological reflection with a touch of empirical input, this book fleshes out an image for what a person's *connaître* knowing of mathematics might mean, turning to mathematics teachers and teacher educators to help clarify this image.

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