Learning and teaching math: easy and hard. How?

Bernhelm BOOSS-BAVNBEK

NSM, Roskilde University, Denmark

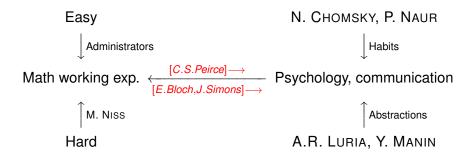
IMFUFA Seminar 17 December, 2014



Outline

- Introduction
 - The meaning of math working experience
- Looking back who/what has changed?
 - Not the students: mind stability v. cataclysmic changes
 - Way of talking about our subject
 - Today less metaphysical exaggerations
 - Seminal changes of math content widely ignored
 - Administrative frame: Continuing dismantling of the public sector
- Math is hard How and why?
 - Students
 - Lagrange, Gauss, Peirce, Hirzebruch, Singer, Manin, Arnol'd, Hörmander
- Math is easy Really?!
 - SCHOPENHAUER V. GAUSS
 - CHOMSKY, ATIYAH, LAGRANGE, PEIRCE, GRAMSCI, FREIRE, NAUR, KIERKEGAARD

Goal of this talk and basic assumptions



Looking back - student mind set changed?

The mind of the students - has it changed?

• General "wisdom": The browse-generation, the me-generation?

No! Strong evolutionary evidence for mind set stability over time:

- Case dog breeding.
- Case Cromagnon aesthetics:
 - Curiosity and
 - Imagination

not destroyable.

- Ocunterarguments: MARX, PEIRCE, JULIAN JAYNES.
- → No evidence for short term changes. Look elsewhere!

 Meaning Content Frame

Mind set stability





Long-term mind stability



Students' short-term mind changes highly improbable





Looking back - vane promises?





1970s' metaphysical exaggerations in our way of talking about *mathematization* and *structure*:

- Biology, Medicine
- Chemistry
- Physics, Geophysics
- Linguistics
- Educational Studies, Psychology
- Law, Theology
- History, Sociology
- Economy
- ⊕ Math supported military invincibility perception
- Pernicious structuralism proliferation

Looking back - changes of math content ignored?

Left: Turning Points in the History of Mathematics That Have Had Consequences in the Philosophy of Mathematics (Philip J. Davis)

- 1. Pythagorean Theorem; $\sqrt{2}$ (Existence)
- Euclid's Elements (Axiomatics; Idealization)

. . .

- 13. Gödel v. Hilbert's Program (Destruction of Logicism)
- 14. Electronic digital computing machines (Preeminance of the discrete over the continuous)
- 15. Increasing relevance of stochasticism (Ontology)

2/15 came up in my time!

Right: The Seven Great Math Riddles

- 1
- 2
- Continuum Hypothesis
- Four Colours Suffice
- Fermat's Last Theorem
- Poincaré Conjecture
- **7**

4/7 solved in my time!

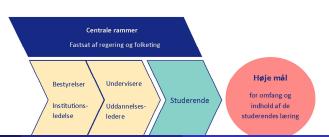
Administrative frame: Continuing dismantling of the public sector and over-administration

1961-63: IBM 7090 = 709-T



1966-76: Social recognition for young scientists.

2014: Kvalitetsudvalg wants more leadership instead of professional peer and student debate.



Math is hard — How and why?

- NatBatch project [CHRISTEL, CHRISTINA, AND MIKE]: So confused
- LAGRANGE (1813): So sorry
- I.M. SINGER: So proud
- V. ARNOL'D: So sad
- F. HIRZEBRUCH: So demanding
- Y. Manin, based on A. Luria: Abstractions non-natural
- C.S. Peirce: a) Fixation of belief in levels; b) Anthropological message
- C.F. GAUSS, L. HÖRMANDER: Incomprehensible wrong I did it long time ago
- Highest compliment: It's clear

Math is easy — Really?!

 SCHOPENHAUER, 1818: EUCLID's complications are monstrous and dispensable



- GAUSS: Simplification by hiding the genesis of arguments
- CHOMSKY: Generative grammar

- ATIYAH: Evolving unity
- LAGRANGE: Natural approximations
- PEIRCE, GRAMSCI, FREIRE, NAUR:
 : a)Trace the habits of nature,
 b) relate to our form(s) of life,
 adolescence, clash of cultures
 c) translational power by
 - coding math experiences and
 - make them transferrable for adaption in new contexts
- Two contradictions: Result v. Process; Abstraction v. Context
- KIERKEGAARD: Seduction and passion