

# Università degli Studi di Bologna

## Dipartimento di Matematica

Piazza di porta san Donato, 5 – 40126 Bologna – Italia

prof Bruno D'Amore docente di <i>Didattica della Matematica</i> telef univ: (+39)0512094446 fax: (+39)0512094490 telef. privato: (+39)051505616 cell: (+39)3356463896 e-mail: damore@dm.unibo.it
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The thesis of the Claudia Sortino introduces a great deal a particular theme, unusual in the panorama of the search in Didactics of the Mathematics. The complete title of the dissertation is: *“The role of emotion as transmitted by the use of cartoons and games in constructing milieu in negotiating mathematical knowledge in primary and lower secondary schools”*.

In the presentation, it proposes the emotion as important factor for changes in the information, idea that, in more explicit way, it accompanies big part of the thesis.

Subsequently introduces the purposes of the thesis insisting on the importance of experiences in a context.

The Chapter 1 are devoted to the relationship between the emotional states and the experiences sensorials in situations in a context.

The Chapter 2 are devoted to the importance of the affective one in the learning; in this chapter it assumes relief the perceptive study of the images and the origin of the motivation.

In the Chapter 3 introduce the cartoons as environment of mediation; it is one of the central points of the thesis, since in it the first important experiment introduces him for the same thesis.

The Chapter 4 are everything devoted to the introduction of a pre-algebraic language in the primary school and in the first years of the secondary one. In such second experiment, recognizes him some of the classical themes of the search in Didactics of the Mathematics of French school, mainly tied up to the theory of the situations of Brousseau.

The Chapter 5 are devoted to symbols and images in a particular teaching contest and to considerations on the importance of the creation of an opportune partner-cultural context in situations of teaching-learning.

In the Chapter 6 are faced another of the great themes of the French School, the problem of the construction and description of the milieu. You also makes sign to the point of neurophysiologic point of view to explain the components of an affective learning.

The rich appendix consists of 7 parts, you devote to the discreet one and the continuous one; as the brain builds the visual image; as a form and a movement are perceived; an interview to a cartoonist; to

the present unities of teaching in the used cartoons; an analysis a-priori in the sense of Brousseau of the used cartoon; to a harvest of protocols.

She closes the thesis with a long bibliography of the only texts used that, really because of the vastness of the touched themes, spaces on many and different fields of the to know.

It deals with a thesis of ample views, that exploits knowledge drawn by non usual dominion for the one who deals with Didactics, a thesis that spaces on different themes of study and search.

This makes the definition of the results of the thesis complex and arduous a judgment.

The results of the thesis concern a specific formality of didactic approach to a classical mathematical theme; such formality, dates the complexity of the visual and perceptive phenomena, it complicates the nature of the phenomena summoned and above all their specifications mutual relationships.

The judgment is arduous because the touched themes are so launchings and complexes that escape the control of whom, as it often happens, it occupies him in specific professional way of search, only of one of them.

To be able to dominate this variety of references, the candidate she has had to complete a run of studies polyhedral and tangled that is denoted in the various chapters in which the thesis develops him. The neuro-sciences, have for example in this thesis a non secondary role. This way, the affective aspects implicated in the learning come more times underlined.

Cohesive structure of the brave methodological plant is the theory of the situations that furnishes anchor of berth to whom loses in the varied quotations, very often not usual in the field of the Didactics of the Mathematics.

*Bruno D'Amore*

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