

## Preface to the 2013 Edition

The 6 years since this book was first published have been fruitful ones both for Guy Brousseau, whose work is at the core of the book, and for our partnership. Having retired a few years back, he has set himself the task of making his work as accessible as possible to people who are interested. One of the results of this has been sending a truckload of artifacts (student papers, meeting notes, etc.) from the Michelet School, where much of his research occurred, to the library of the Université Jaume I in Castelo, Spain, where they are being made available to researchers. Another has been helping to launch the ViSA site (Vidéos de situations d'enseignement et d'apprentissage), a collection of videos on teaching and learning (<http://visa.inrp.fr/visa>), and to set up there many of the videotapes of the work from the Michelet School that has served, and continues to serve, as a basis for research.

A third element, which is a work in progress, is his website, <http://guy-brousseau.com>, onto which he is uploading a lifetime's worth of articles and Power Point presentations and other relevant items. Since his site is, of course, in French, and since machine translation produces absolutely hair-raising results, I am creating an English language mirror site, <http://faculty.washington.edu/warfield/guy-brousseau.com>. I will not even attempt to provide translations of all of the hundreds of entries on the original site, but I have translated some key pages and intend to continue translating the ones that strike me as most useful. All of the links remain, but you never know when you click whether you will wind up in French or English.

And on the hard copy front, the series of four Brousseau, Brousseau, and Warfield articles on "Rationals and Decimals as Required in the School Curriculum" have now all been published in the *Journal of Mathematical Behavior*. After we finished them, the three of us realized that together they constituted the core of a book that would have even more to say. Writing the book showed us how right we were, and opened up whole new topics that had never been written up and could add a great deal to readers' understanding of the origins and objectives of *didactique* and of the Theory of Situations—in fact, of all of Brousseau's work. That book is now in press with Springer, with the title *Teaching Fractions Through Situations: A Fundamental Experiment*.

One consequence of the writing of the book has been that my own understanding of and fascination with the field have deepened. It was therefore with some trepidation that I picked up this book to check it over for this edition. To my relief, nothing revealed itself as false. There are nuances and depths missing, but then again the book has always been intended as a primer, not an in-depth study.

Only one glaring gap leapt to my eye, and I shall take this opportunity to fill it: in 2003, Guy Brousseau was awarded the first Felix Klein Medal of the International Commission on Mathematical Instruction, recognizing his outstanding lifetime achievements in mathematics education research. For me, this was doubly positive. On the professional front, it was a confirmation of the belief I had long held of the importance of Brousseau's work. And on a personal front, it was a joy that international recognition was being given to someone for whom my great respect is augmented by a great affection.



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