Digital History and research in the History of mathematics education

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Abstract

The present article seeks to explore new research methods, and work with digital sources such as historical records, available through the computer network. In this way, the text is supported by Digital History, which is considered a process through which historians are able to use computers to make history, becoming a revolution in the historical profession (Burton, 2005) and is also an approach to examine and represent the past, working together with new technologies and emerges as a theoretical framework to help analyze and understand digital files and sources (Brasil & Nascimento, 2020). Such characteristics of Digital History imply the need for a specific methodology to deal with digital documentation and that are related to its potential for data storage, ease of access, flexibility of formats and interactivity between the user and the sources. Researchers resort to virtual spaces, such as digital repositories, in order to ensure the continuity of their investigations and studies. Taking into account this investigative practice, the research community is mutualizing in the production of a large mass of digital documents. Many researches have been developed using documents deposited by other researchers, in digital format, in the Digital Content Repository[3] of the Federal University of Santa Catarina, Brazil, which makes its use fruitful for the production of new knowledge, particularly in the field of History of Mathematics Education (HME). The HME has among its research objects to investigate the processes and dynamics, the way in which the changes in teaching occurred, which constitute the professional knowledge of the teacher who teaches mathematics. According to Burton (2005), more and more existing digital databases and statistical programs that are fairly easy to work with may encourage historians to use computers. Thus, research in History of Mathematics Education that seeks historical sources has the advantages conceived by Digital History in making documents available in virtual form, which facilitates access from different places, by different researchers. This proposal is about the fruitful work that can be evidenced with the use of such documents made available in virtual form, supported by Digital History studies. With this, we seek to study the relationship between Digital History and research in the History of Mathematics Education, supported by the use of digital repositories.

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[3] See on: https://repositorio.ufsc.br/handle/123456789/1769. Access on Mar, 13th. 2022.

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