



METADATA

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Abstract

The aim of the book is to contribute to the dialogue surrounding the use of games in the mathematical education of young children (aged 4-7). Focusing on the basic considerations for the planned integration of play into mathematics education, questions are raised and issues are explored throughout the chapters of the book. The book deals with epistemological considerations of play in relation to childhood, education, and mathematics;

the particular characteristics and peculiarities of different types of play; research data, both on the use of games to approach mathematics and on the views of those involved in the educational process, as well as design issues for the creation and management of educational games; i.e., information on the planned integration of games, as activities and as materials, into the mathematics education of young children.

