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Leslie Bolinger-Horton, Ed.D.* (Lhorton@qcc.mass.edu), Mathematics Department, Quinsigamond Community College, 670 West Boylston Street, Worcester, MA 01606, and **Regina M. Panasuk, Ph.D** (regina_panasuk@uml.edu), Graduate School of Education, 61 Wilder Street, O'Leary 526, Lowell, MA 01854. *Raising Awareness of the History of Mathematics in High School Curriculum.*

This article describes a portion of a large scale study which investigated the issues related to the integration of the history of mathematics into high school mathematics instruction. We argue that while the community of mathematics educators puts forth efforts to implement curriculum reform in school mathematics, an explicit discussion of the importance of the inclusion of the history of mathematics is missing from the conversation. There exists a gap between what is espoused in the professional and scholarly arena regarding possible benefits of students learning the history of mathematics and teachers' perceptions of the use of the history of mathematics in curriculum. This paper is focused on the analysis and the comparison of two philosophical positions about the nature of mathematics and mathematics education held by teachers, fallibilist and absolutist, and how these positions affect teachers' decision to integrate the history of mathematics into their classroom. (Received August 28, 2011)