

**ZMATH 2015e.00375**

**Berry, Robert Q. III; Ellis, Mark W.**

**Multidimensional teaching.**

Math. Teach. Middle Sch. 19, No. 3, 172-178 (2013).

Summary: Multidimensional mathematics teaching, as discussed in this article encourages the use of context in mathematics teaching and learning to help teachers better recognize and build upon the cultural and social resources students bring to the classroom. Such efforts can impact students' performance and can help students make sense of decisions about their choice of problem-solving procedures. Multidimensional teaching also represents a way to address equity concerns in school mathematics by supporting: (1) an understanding of the cultural and social resources that students bring to the mathematics classroom; (2) the development of knowledge within those cultural frameworks; and (3) an understanding of mathematics within varying cultural frameworks. This article specifically focuses on how one seventh-grade teacher engages students by melding the National Council of Teachers of Mathematics Process Standards, the Common Core State Standards for Mathematics' Standards for Mathematical Practice, and varied contexts. (ERIC)

*Classification:* D43 D33

*Keywords:* multidimensional teaching; teaching methods; holistic approach; academic standards  
<http://www.nctm.org/publications/article.aspx?id=39547>