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Hidden differences in teachers' approach to algebra – a comparative case study of two lessons.

Ubuz, Behiye (ed.) et al., CERME 8. Proceedings of the eighth congress of the European Society of Research in Mathematics Education, Antalya, Turkey, February 6–10, 2013. Ankara: Middle East Technical University (ISBN 978-975-429-315-9). 440-449 (2013).

Summary: Algebra is a multi-dimensional content of school mathematics. In this study a fine-grained analysis was made of two lessons on introduction of variables in two Swedish classes with teachers who followed the same curriculum. When comparing the two lessons subtle differences were found in the approach to algebra and the meaning of variable in what at first seemed to be lessons about the same content. Findings indicate that teachers shape the opportunities of learning by the approach they take.

Classification: H20 D30 D40

Keywords: teaching algebra; opportunities to learn; approach to algebra