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Comparing mathematical work at lower and upper secondary school from the students' perspective.

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). 1915-1924 (2013).

Summary: As part of a comparative study between how students experience and perceive their mathematics education at lower and upper secondary school, a classroom episode is analysed from a theoretical approach combining key concepts from the anthropological theory of didactics and Bernstein's theory of pedagogic discourse. The findings are discussed with reference to the usefulness of the theoretical approach.

Classification: C73 C74 D33 D34 D43 D44

Keywords: mathematical knowledge; transition; praxeology; recognition rules