

ZMATH 2015d.00239

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Visualizing and comparing teachers' mathematical practices.

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). 2927-2935 (2013).

Summary: We report the use of a tool to display and analyze essential elements of mathematical activity (definitions, properties, processes, etc.) arising during the development of a class. It has been applied to the study of the commonalities and differences among three classes conducted by three different teachers in the same institution, year and school level when they teach the bisector. The results allow us to infer some aspects about the mathematical knowledge of the teachers involved.

Classification: C70 D40 D39

Keywords: mathematical activity; mathematical knowledge; teachers' mathematical practices