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Deaf students and mathematics learning: promoting inclusion and participation.

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). 1666-1675 (2013).

Summary: Including students who need special educational support in mainstream schools brought new challenges to teachers. Assuming an interpretative paradigm and an intrinsic case study design, we focus on the adaptations so that two 12th grade deaf students could learn mathematics with their classmates. The participants were these deaf students, their classmates, and their mathematics and special education teachers. Data collecting instruments were observation, interviews, informal conversations, students' protocols and documents. Data were analysed through a narrative content analysis from which inductive categories emerged. Results focus on five interactive patterns used in classes. They facilitated the mathematics communication and learning of the two deaf students and their inclusion.

Classification: C64 C44 C54

Keywords: inclusion; participation; deaf students; communication