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Qualitative and quantitative studies about mathematics teachers in France.

Vandebrouck, Fabrice (ed.), Mathematics classrooms. Students' activities and teachers' practices. Rotterdam: Sense Publishers (ISBN 978-94-6209-279-2/pbk; 978-94-6209-280-8/hbk; 978-94-6209-281-5/ebook). 215-228 (2013).

From the introduction: The below research fits well into the research problem of this book and into the theoretical framework of the double approach, yet it presents a particularity which distinguishes it from the other works: it is based mainly on a quantitative study, carried out on a large scale, about the practices of high school mathematics teachers. The aim of this research is also within the scope of the common objective of identifying regularities and irregularities in the practices of teachers, teaching mathematics in high school, but this time the aim is to do so on a large scale, which is not without effect on the analysis and processing of the collected data, as we will see further below.

Classification: C74 C69

Keywords: teachers' practice; teaching-learning process; high school teachers; academic background; gender differences