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**Horoks, Julie**

**Teaching practices and student learning: a case study.**

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). 135-149 (2013).

Introduction: The following study is an example of the analysis of the relationship between teaching practices and student learning of a mathematical notion. In this research, we tried to describe in what way what is proposed by a teacher in class can influence student learning, using different tools to analyze tasks and mathematical activities previously exposed. Our aim is to understand the effect of teaching practices on student learning of mathematics, for a given content. In an attempt to specify this influence, we can discover more specifically, by comparing several possible class management choices, if there are conditions of student work that seem to trigger learning differently, while favoring for example the acquisition of a targeted property by a larger number of students. Are there certain ways of organizing class work which turn out to be more beneficial for student success? In case of failure, we can wonder about what was "lacking" for the students in class, among everything that was proposed by the teacher, which helped initiate their learning, and we can try to distinguish these types of lacks. Naturally, we are not questioning the teacher's work, and we will consider the different components of his/her job to explain certain choices made for his/her class.

*Classification:* C70

*Keywords:* teaching practices; student learning; teaching-learning process