

ZMATH 1999e.03015

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Alternative approaches to teaching, learning and assessing mathematics.

Eval. Progr. Plann. 21, No. 2, 129-141 (1998).

Traditional and "progressive" methods of teaching mathematics were compared using high school students from two schools in England. Students at the traditional school (approximately 200 students) developed an inert knowledge they did not find useful in the real world. Those taught by more progressive methods (approximately 100 students) developed more flexible and useful forms of knowledge. (ERIC)

Classification: C70

doi:10.1016/S0149-7189(98)00002-0