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Conversations as learning tools in mathematics: what do pupils actually learn?

Klette, Kirsti (ed.) et al., Teaching and learning in lower secondary schools in the era of PISA and TIMSS. Cham: Springer (ISBN 978-3-319-17301-6/hbk; 978-3-319-17302-3/ebook). Professional Learning and Development in Schools and Higher Education 12, 129-145 (2016).

Summary: The theme of this chapter is to discuss challenges associated with the use of classroom conversations as learning tools in mathematics in lower secondary school. Conversations as learning tools – be it whole class discussions or conversations in pairs and groups – have received a lot of positive attention within mathematics education over recent decades. Researchers around the world have argued that students generally should be given more opportunities to actively participate in academically related mathematical conversations and discussions.

Classification: C53 C73

Keywords: conversations; learning tools; whole-class discussions; pair work; group work

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