

**ZMATH 2016f.00343**

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**Primary pupils in whole-class mathematical conversation.**

Joubert, M. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 29, No. 1. Proceedings of the day conference held at the University of Cambridge, UK, February 28, 2009. London: British Society for Research into Learning Mathematics (BSRLM). 43-48 (2009).

Summary: Although plenary sessions are common to mathematics lessons, they are often characterized by traditional approaches that endorse the position of mathematics as a kind of received knowledge and the teacher as sole validator of students' input. A socio-constructivist view of mathematics calls for a more conversational style of interaction among participants. In this paper an account will be given of a lesson in which children aged 9–10 years calculated the sum of integers from one to one hundred. Particular attention will be paid to one pupil, Anne, and her reassessment of a conjecture that she made early in the lesson. I suggest that particular teacher 'moves' facilitated engagement of other students with her idea and that this was one factor that led to her new insight.

*Classification:* C52 D42 C72

*Keywords:* educational research; primary education; classroom conversation; instructional modes; communication; discussion; teacher student interaction; teaching-learning processes; dialogue and learning; mathematical insight; social constructivism; teaching experiments; classroom observation; experience reports  
<http://www.bsrlm.org.uk/IPs/ip29-1/BSRLM-IP-29-1-08.pdf>