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Examining mathematical discourse practices.

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Summary: What are the features of discourse practices? Are there characteristic mathematical discourse practices? Can we distinguish everyday and academic mathematical discourse practices? The article considers these questions from a socio-cultural and situated perspective of mathematical discourse practices. To ground that discussion, the author first presents an excerpt of a classroom discussion about quadrilaterals.

Classification: C50 D40 E40

Keywords: grade 3; discussion; classroom conversation; argumentation; justifying; parallelograms; definitions; way of speaking; mathematical language; communication