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Barichello, Leonardo

Possible parallels between visual representations and informal knowledge.

Adams, G. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 35, No. 3. Proceedings of the day conference, University of Reading, UK, November 7, 2015. London: British Society for Research into Learning Mathematics (BSRLM). 13-18 (2016).

Summary: This paper is based on a case from the pilot of my PhD research project with a group of secondary students. I will argue that visual representations can work as a basis for reasoning about addition of fractions for low achieving students, similarly to what was shown by Nancy Mack regarding informal knowledge for multiplication of fractions.

Classification: F43 C33

Keywords: educational research; pilot study; fractions; teaching; visual representations; low achieving students; informal knowledge; lower secondary; classroom observations; diagrammatic reasoning; fraction addition; fraction subtraction; fraction multiplication; conceptual understanding; learning
<http://www.bsrlm.org.uk/IPs/ip35-3/BSRLM-IP-35-3-03.pdf>