

ZMATH 2008f.00120

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Urban success: a multidimensional mathematics approach with equitable outcomes.

Phi Delta Kappan 87, No. 5, 364-369 (2006).

Summary: By revamping their school's entire mathematics program, the teachers at an urban high school were able to help their disadvantaged students attain high levels of mathematical understanding. Just as important, the students learned to appreciate the contributions of all their peers, regardless of gender, ethnicity, or social class.

Classification: C60 D30 D40

Keywords: teaching methods; heterogeneous classes; curriculum development; social learning