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Inquiry-based mathematics teaching: the case of Célia.

Gellert, Uwe (ed.) et al., Educational paths to mathematics. A C.I.E.A.E.M. sourcebook. Collected papers based on the presentations at the 63rd and 64th conference, Barcelona, Spain, summer 2011 and Rhodes, Greece, summer 2012. Cham: Springer (ISBN 978-3-319-15409-1/hbk; 978-3-319-15410-7/ebook). *Advances in Mathematics Education*, 305-321 (2015).

Summary: This chapter discusses the instructional practice of a primary school teacher. It is based on a framework that we developed in the project “Professional Practices of Mathematics Teachers”, which relates the teacher’s intentions to her actions in an inquiry-based mathematics classroom. The framework covers the promotion of mathematics learning as well as the class management. It details the instructional actions of the teacher in terms of the launching of the mathematical task to the students, the support of the students’ work, the orchestration of the discussion of the task and the systematization of the mathematical learning process.

Classification: D40 D30

Keywords: inquiry-based teaching; mathematics classroom; teacher’s intentions and actions; multimedia case; mathematical tasks

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