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The teaching of fractions.

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The aim of the paper is to illustrate how the topic of fractions can be taught differently by making a comparison between two cultures. We have studied mathematics teaching in classrooms in Hong Kong and Sweden. One of our basic assumptions is that the way in which the content is taught in a classroom has an important implication for what students may possibly learn. With reference to the framework of Variation Theory, two different spaces of learning are delineated. The Hong Kong lesson demonstrated a pattern of many juxtaposed variations, whereas the Swedish lessons presented a pattern of sequential and wide spreading character. (Authors' abstract)

Classification: D40 C60