

ZMATH 2006a.00231

Laborde, Colette; Perrin-Glorian, Marie-Jeanne

Introduction - Teaching situations as object of research: empirical studies within theoretical perspectives.

Educ. Stud. Math. 59, No. 1-3, 1-12 (2005).

This volume gathers contributions that share the same double concern: to focus on teaching situations in classrooms, especially the work of the teacher, and to be strongly anchored in original theoretical frameworks allowing to take the classroom situation as unit of analysis. The contributions are not a representative sample of all research sharing this focus worldwide. The theoretical frameworks are grounded mainly (but not solely) in the theory of didactic situations (Brousseau) and the anthropological theory of didactics (Chevallard). There are 11 articles altogether, 9 of which present research works within the chosen theme and focus. The other two are commentary papers offering a reflection on studies of classroom situations from the point of view of other theoretical viewpoints. (orig.)

Classification: C70 D20 D40 C30

Keywords: teaching situations; teacher activity; classroom situation; theory of didactic situations; anthropological theory of didactics; intertwining of theoretical frameworks and empirical data; dynamics of the teaching-learning process; knowledge progress in the class; long term studies; ordinary teaching; time management

doi:10.1007/s10649-005-5761-1