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**Facilitating deliberate dialogue in mathematics classroom.**

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*, 289-303 (2015).

Summary: This chapter develops the concept of ‘deliberative dialogue’ to explore crucial characteristics of mathematics classroom practice, in which the promotion of social participation is an explicit aim. It presents two case studies: one on future teachers facing deliberate dialogues, another on on-line deliberate dialogue in a secondary school mathematics classroom. It concludes that more pre-service and in-service teachers should be involved in design-based research activities that seek to facilitate participation and deliberate dialogue in mathematics classrooms.

*Classification:* C70 C50 C60

*Keywords:* deliberate dialogue; secondary mathematics classroom practices; preservice and inservice teaching  
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