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Mediation and interpretation: Exploring the interpersonal and the intrapersonal in primary mathematics lessons.

Johnsen Høines, Marit (ed.) et al., Proceedings of the 28th international conference of the International Group for the Psychology of Mathematics Education, PME 28, Bergen, Norway, July 14–18, 2004. Bergen: Bergen University College. Part II, 71-78 (2004).

Summary: This paper describes a theoretical model for examining teaching and learning in primary mathematics classrooms. The model is intended to be both analytical - to provide insights into classroom incidents - and heuristic - to inform planning and practice. This paper reports on the elements of the model, which are based on Vygotskian theory and encompass both the interpersonal and the intrapersonal. An example is provided illustrating how the model can be used to examine the meaning making processes of individual pupils.

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