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**Koestler's theory as a foundation for problem-solving.**

Czarnocha, Bronislaw (ed.) et al., The creative enterprise of mathematics teaching research. Elements of methodology and practice – from teachers to teachers. Rotterdam: Sense Publishers (ISBN 978-94-6300-548-7/hbk; 978-94-6300-547-0/pbk; 978-94-6300-549-4/ebook). 267-286 (2016).

Summary: Steffe suggests that researchers in teaching experiments should act as instructors: “A distinguishing characteristic of the technique is that the researcher acts as a teacher” [*L. P. Steffe*, “The constructivist teaching experiment: illustrations and implications”, in: E. von Glaserfeld (ed.), *Radical constructivism in mathematics education*. Dordrecht: Kluwer Academic Publisher. 177–194 (1991), p. 177]. The implementation of constructivist pedagogy requires that students must be encouraged and guided to construct knowledge, to discover and create meaning of mathematics themselves.

*Classification:* D50 D20 D40

*Keywords:* problem solving; teaching research; teaching experiments; constructivist pedagogy

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