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Intended and actual approaches to teacher communication in mathematics lessons.

Bragg, Leicha et al., MERGA 26: Mathematics Education Research: Innovation, Networking, Opportunity (MERINO). Vol. 1 and 2. ,. 658-665 (2003).

This paper reports one aspect of a larger research project examining approaches teachers take to communicating with students. Teachers completed a survey instrument that sought details of the planning of their lessons and the nature of their intended communication, as well as seeking comparable data after teaching the lesson. The data provides an impression of the nature of mathematics lessons. It seems that teachers have adopted widely an orientation to communicating with students and to listening to students report on their own learning.

Classification: C60