

ZMATH 2004c.02070

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Designing a discussion: Teacher as designer.

Bragg, Leicha et al., MERGA 26: Mathematics Education Research: Innovation, Networking, Opportunity (MERINO). Vol. 1 and 2. ,. 429-435 (2003).

For whole-class discussions, teachers need methods for orchestrating them with their students. This may require the design of tools to meet specific needs for a whole-class discussion. As teachers design tools for their practice, they can evaluate the effectiveness of those tools. As the tools are designed, documentation of teacher development is generated. So, tool design in a design experiment can meet teacher needs for useful tools and researcher needs for knowledge about teacher development.

Classification: C50