

ZMATH 2004a.00449

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Measurement in adult education: Starting with students' understandings.

Clements, Douglas H. et al., Learning and teaching measurement. 2003 yearbook. National Council of Teachers of Mathematics, Reston, VA (ISBN 0-87353-539-1). 318-331 (2003).

What measurement concepts do adults truly understand? Experiences with measurement build understanding, making adults (and children) more cognizant of the dimensions of our world and more comfortable manipulating them. Meaningful mathematical experiences occur in students' everyday lives, but they can also happen in the classroom. In this article, we include vignettes from two teachers' classes where such experiences occurred, allowing us a glimpse into students' understanding of measurement. We use these vignettes to spin out the implications of this kind of instruction. As bookends to the descriptions of actual classes, we place on one side, a vision of an ideal classroom for adult education, and on the other, an analysis of several standards and policy documents that outline what students should know about measurement, followed by a description of the EMPower curriculum, which seeks to support the classroom vision we articulate below.

Classification: F78