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Roditi, Eric

Regularity and variability of normal teaching methods. Multiplication of decimal numbers in grade 6. (Régularité et variabilité des pratiques ordinaires d'enseignement. Le cas de la multiplication des nombres décimaux en sixième.)

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Cet article presente quatre enseignements de la multiplication des decimaux, dispenses en sixieme (11 ans) dans des conditions analogues. L'analyse porte sur la preparation et sur le deroulement effectif des cours. Elle utilise une approche double, la premiere se nourrit des resultats obtenus en didactique des mathematiques, la seconde emprunte quelques elements theoriques a la psychologie ergonomique. Les pratique enseignantes analysees revelent des contraintes communes qui expliquent, au niveau global, une grande convergence des quatre projets. Au-dela des contraintes, subsiste une marge de manoeuvre qui explique, a un niveau plus local, la diversite des pratiques observees.

This article presents four different teaching experiences concerning decimal multiplication in sixth grade (11 years), all carried out in similar circumstances. The analysis studies the preparation which went into the observed lessons and the results in the classroom. It uses a double approach: the first one applies didactics of mathematics, the second one borrows a few elementary theories from the field of ergonomic psychology. The studied teaching experiences all demonstrate certain restraints which explain, on a macro level, the similarities of the four experiences. There is, however, beyond these restraints, a certain amount of individual decision-making that the observed teachers were using. This factor explains, on a micro level, the pedagogical diversity seen in these four classes.

Classification: C73

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