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Learners' preferred mathematical task types: the values perspective.

Bishop, Alan (ed.) et al., Diversity in mathematics education. Towards inclusive practices. Cham: Springer (ISBN 978-3-319-05977-8/hbk; 978-3-319-05978-5/ebook). Mathematics Education Library, 63-79 (2015).

Summary: Through the interpretation of a set of data from a research study that investigated grade 5 and 6 students' preferences among three types of mathematical tasks, this chapter presents an alternative way in which data might be interpreted. While it was found that across the areas of number and geometry, the three types of tasks were most preferred across different geographical locations, the values perspective demonstrated a remarkably consistent valuing of 'challenge', 'easiness' and 'real life scenario'. It is proposed that this 'rethinking' into the way in which collected data might be analysed from the values perspective can potentially enrich our understanding of how we can better facilitate mathematics learning and teaching in schools.

Classification: D53 C23 C63

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