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Lesh, Richard; Doerr, Helen M.

Foundations of a models and modeling perspective on mathematics teaching, learning, and problem solving.

Lesh, Richard et al., Beyond constructivism. Erlbaum, Mahwah, NJ (ISBN 0-8058-3822-8). 3-33 (2003).

At the end of this chapter, Appendixes A, B, and C, are three examples of problem-solving activities that we refer to as model-eliciting activities - so called because the products that students produce go beyond short answers to narrowly specified questions - which involve sharable, manipulatable, modifiable, and reusable conceptual tools (e.g., models) for constructing, describing, explaining, manipulating, predicting, or controlling mathematically significant systems. Thus, these descriptions, explanations, and constructions are not simply processes that students use on the way to producing "the answer", and, they are not simply postscripts that students give after "the answer" has been produced. They ARE the most important components of the responses that are needed. So, the process is the product!

Classification: D20