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A theoretical framework for examining discourse in mathematics classrooms.

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The purpose in writing this paper is to present a theoretical framework for examining discourse in mathematics classrooms that draws upon ideas from outside the body of mainstream mathematics education literature. We begin our discussion by characterizing the nature of discourse associated with two different traditions of school mathematics: traditional mathematics education and reform-based mathematics education. We then provide the rationale for, describe, and apply-to-two mathematics classroom episodes-the theoretical framework that has guided our own analysis of school mathematics discourse. In conclusion, we discuss a variety of issues that have arisen as we have used this theoretical framework and some considerations for future research. (From the introduction)

Classification: C50