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**Interactive learning and mathematical level raising: a multiple analysis of learning events.**

van den Heuvel-Panhuizen, Marja, Proceedings of the 25th conference of the International Group of the Psychology of Mathematics Education. Vol. 2. , (ISBN 90-74684-16-5). 329-336 (2001).

From different perspectives we have analysed an episode of two children working together on a mathematical task. Integration of our analyses brings to the fore authentic dilemmas and paradoxes, which are also experienced by students and teachers during collaborative work. We will present some examples. (orig.)

*Classification: C30*