

**ZMATH 2001e.03811**

**Sherin, Miriam Gamoran**

**Developing a professional vision of classroom events.**

Wood, Terry et al., Beyond classical pedagogy. Mahwah, NJ: Erlbaum (ISBN 978-0-8058-3570-0/hbk; 978-0-8058-3571-7/pbk). Studies in Mathematical Thinking and Learning Series, 75-93 (2001).

The author argues that in order to engage in instruction that supports mathematical sense-making, teachers need to attend increasingly to the mathematical thinking of the students in their classes, rather than primarily to the effectiveness of their own pedagogical moves.

*Classification: C32*