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Bryant, Peter; Nunes, Terezinha; Evans, Deborah; Gotardis, Laura; Terlektsi, Emmanouela
Learning that randomness is fair but loaded dice are not.

Math. Teach. (Derby) 242, 4-8 (2014).

Summary: The authors document their work in primary mathematics classrooms, which transitioned from a (successful) project led by the research team to teaching approaches and resources to 'ordinary classroom teachers'. Over some 15 weeks the learning that took place was equally impressive with their subsequent, and larger class-sized, groups of learners.

Classification: K52

Keywords: probability; randomness; primary education; two-dice problem; quantification of probability; sample space; educational research; research project; experience reports; group work; reasoning