

ZMATH 2015f.00530

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The power of talk in the mathematics classroom.

Math. Teach. (Derby) 239, 21-22 (2014).

Summary: Convictions and beliefs have the potential to generate passionate approaches to professional practice. The performance of all pupils can be enhanced by the approaches suggested here, but more importantly there is an acceptance of the need to teach mathematics in such a way that fosters development of the 'mathematicians of the future'.

Classification: C50 E40 C30 D70

Keywords: teaching; development of higher-order mathematical talk; mathematical dialogue; conceptual understanding; mathematical ability; mathematical reasoning; mathematical language; verbal communication; language in the mathematics classroom; justifying; concepts; research; classroom observation; classroom conversation; direct teaching of talk; professional development; inservice teacher education