

ZMATH 2015f.00468

Foster, Colin

Mathematical fluency without drill and practice.

Math. Teach. (Derby) 240, 5-7 (2014).

Summary: The author asks how can we avoid letting ‘practice’ dominate the teaching of the new mathematics national curriculum. Is it possible to engineer practice in mathematics in such a way as to offer the learner more? The author provides an exemplar to show how posing ‘rich’ questions can provide sufficient practice to enable learners to develop mathematical fluency.

Classification: D53 H33

Keywords: problem posing; mathematical etudes; exploratory tasks; discovery learning; practice; skills; mathematical techniques; elementary algebra; connected expressions; linear equations; lower secondary