

ZMATH 2015f.00404

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Off on a tangent

Math. Teach. (Derby) 239, 14-15 (2014).

Summary: The author takes an opportunist approach to mathematical development. The unexpected can be challenging, disturbing, exhilarating, unsettling, even a disaster. Add the unexpected to the dynamic of a mathematics classroom and the teacher enters the realms of 'risk taking'. Teachers often prompt learners to be 'risk takers' because the approach can enhance their learning and their understanding. This anecdotal account showcases the creative aspects of mathematics when outcomes are not predetermined.

Classification: D43

Keywords: teaching methods; discovery learning; spontaneity; problem posing; open-ended problems; experience reports; lower secondary