

**ZMATH 2015f.00205**

**Lord, Ems**

**Whisper maths.**

Math. Teach. (Derby) 238, 28-30 (2014).

Summary: The author describes an attempt to engage with ‘invisible learners’. In classrooms often learners go unnoticed. There are many reasons for this. Here, a group of girls were ‘invisible’ in the mathematics classroom, and this invisibility seemed to have an impact on their learning. Clearly some form of intervention was needed, but intervention that would impact on the way in which these pupils ‘behaved’ as they learned.

*Classification:* C52 C72 D42 D72

*Keywords:* teaching; behaviour; participation; invisible students; classroom conversation; communication; learning problems; self concept; affective variables; motivation; gender differences; women and mathematics; experience reports