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**The anatomy of an ‘open’ mathematics lesson.**

Nakahara, Tadao et al., 24th Conference of the International Group for the Psychology of Mathematics Education (PME 24). Vol. 4. ,. 9-16 (2000).

A grade-4 mathematics lesson working on an open-ended problem in Shanghai was analysed from a perspective of learning which learning is seen as a change in a person through experience. Whether one can discern the critical aspects in the object of learning or not depends on variation. Thus, the analysis aimed to describe how the space of variations was created when the teacher adopted an ‘open’ pedagogical approach in teaching. (orig.)

*Classification:* D52