

ZMATH 2001a.00222

Groves, Susie; Doig, Brian; Splitter, Laurance

Mathematics classrooms functioning as communities of inquiry: possibilities and constraints for changing practice.

Nakahara, Tadao et al., 24th Conference of the International Group for the Psychology of Mathematics Education (PME 24). Vol. 3. ,. 1-8 (2000).

As part of a study of current models of Australian primary mathematics practice and the extent to which these support mathematics classrooms functioning as communities of inquiry, three groups of educators viewed videotape of Australian and Japanese lessons, engaged in lengthy discussion and provided written feedback. There was a high level of agreement among principals, teachers and mathematics educators with the notion of mathematics classrooms functioning as communities of inquiry, together with a realisation that current Australian practice falls far short of this goal. They also recognised many aspects of communities of mathematical inquiry in videotape from the Japanese primary classroom. (orig.)

Classification: C72