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**Studier av kunskapsbildning i matematik i dialog mellan två—vetenskaper.**

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It is often argued that students will learn more and get a deeper insight into a subject field if they are offered the possibility to co-operate with their peers, preferably in heterogeneous groups where a variety of experiences are taken into account. In our study we argue that such a dialogical approach to learning can also be beneficial to researchers in mathematics education. Two empirical examples are analysed in cooperation between researchers in mathematics and in education: One study of a group of three eleven-year olds confronting the concept of infinity, and one study of six groups of university students discussing mathematical proofs, more specifically mathematical induction. In the article we discuss the prerequisites of a fruitful dialogue between researchers from different subject fields and we offer an example of a research methodology applicable to a co-operative research endeavour. We conclude that a dialogical approach to research in mathematics education can help the researcher to gain a deeper understanding of mathematics learning, based on an increased range of expertise of the researchers' combined knowledge. Furthermore, discussions between researchers with different interpretative frame-works force the researchers to provide warrants and backings to their claims, thereby eliciting specifics of their respective points of view. (orig.)

*Classification:* D20