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Baker, William

Learning trajectory. Rational number sense to proportional reasoning.

Czarnocha, Bronislaw (ed.) et al., The creative enterprise of mathematics teaching research. Elements of methodology and practice – from teachers to teachers. Rotterdam: Sense Publishers (ISBN 978-94-6300-548-7/hbk; 978-94-6300-547-0/pbk; 978-94-6300-549-4/ebook). 351-371 (2016).

Summary: This section is intended to demonstrate how statistical, or quantitative, analysis can be used, alongside qualitative investigations of discourse, to study hypothetical trajectories and relationships between conceptual knowledge as students' progress through rational number sense toward proportional reasoning.

Classification: C30 D20 F80 F40

Keywords: learning trajectories; teaching research; conceptual knowledge; proportional reasoning; rational number sense

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