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Types of arguments when dealing with chance experiments.

Nicol, Cynthia (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education “Mathematics education at the edge”, PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 5. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-365-4/v.5). 113-120 (2014).

Summary: This paper contributes to the discourse in stochastic education of how young students deal with learning settings that allow a data-based approach to probability. By using the micro-structure of arguments by *S. Toulmin* [The uses of argument. New York, NY: Cambridge University Press. (1958)], it explores which arguments students use and which role they play in the learning process. The data stems from design experiments with students at the beginning of their stochastic career (aged 11 to 13) and is analysed with an interpretative approach.

Classification: K53 E53

Keywords: chance; probability; argumentation; types of arguments