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Groves, Susie; Doig, Brian

The nature and role of discussion in mathematics: three elementary teachers' beliefs and practice.

Olivier, Alwyn et al., 22. Conference of the International Group for the Psychology of Mathematics Education (PME 22). Proceedings. Vol. 3. ,. 17-24 (1998).

There have been many calls for the improvement of discussion or dialogue in mathematics classes. However there has been difficulty in transferring practices developed in research to the wider educational community. This paper reports a small study that assumes that knowledge of current practice is a necessary first step in producing such transfer. Three teachers were video-taped while conducting mathematics lessons and subsequently interviewed in an attempt to establish their current beliefs and practices with respect to the nature and role of discussion. The analysis reveals a concurrence of teachers' intentions and goals, together with a diversity of strategies for achieving them. (orig.)

Classification: C50