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Building mathematical understanding within cooperative work in the classroom.

Abrantes, Paulo et al., Les interactions dans la classe de mathématiques. ,. 117-123 (1998).

In this paper, we present part of the on-going analysis of students' activity within cooperative work in the classroom. We look into school mathematics activity adopting a situated learning perspective according to Jean Lave's ideas and using Lakoff and Johnson's framework on the role of conceptual metaphors in the analysis of cognition. The analysis is illustrated with episodes of 7th grade students working cooperatively in the regular classroom. (orig.)

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