

1. Record Nr.	UNINA9910438063003321
Titolo	Mathematics classrooms : students' activities and teachers' practices // edited by Fabrice Vandebrouck
Pubbl/distr/stampa	Rotterdam : , : Sense, , [2013] ©2013
ISBN	94-6209-281-8
Edizione	[1st ed. 2013.]
Descrizione fisica	1 online resource (257 p.)
Altri autori (Persone)	VandebrouckFabrice <1952->
Disciplina	510.71
Soggetti	Mathematics - Study and teaching Mathematics teachers
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Preliminary Material / Fabrice Vandebrouck -- Introduction / Fabrice Vandebrouck -- Theory of Activity and Developmental Frameworks for an Analysis of Teachers' Practices and Students' Learning / Janine Rogalski -- Why and How to Understand What Is at Stake in a Mathematics Class / Aline Robert and Christophe Hache -- Diversity, Variability and Commonalities among Teaching Practices / Eric Roditi -- Stability of Practices: What 8th and 9th Grade Students with the Same Teacher Do during a Geometry Class Period? / Monique Chappet-Paries , Aline Robert and Janine Rogalski -- The Case of Textbooks in Mathematics Teaching / Christophe Hache -- Teaching Practices and Student Learning: A Case Study / Julie Horoks -- The Study of a Scenario and Its Implementation in the Classes of Two Different Teachers / Aurélie Chesnais -- Student Activities with E-Exercise Bases / Claire Cazes and Fabrice Vandebrouck -- Teachers' Practices Using E-Exercise Bases in Their Classrooms / Maha Abboud-Blanchard , Claire Cazes and Fabrice Vandebrouck -- Teachers' Activity in Dynamic Geometry Environments / Maha Abboud-Blanchard and Monique Chappet-Paries -- Qualitative and Quantitative Studies about Mathematics Teachers in France / Sayac Nathalie -- Strategies for Training Mathematics Teachers. The First Step: Training the Teachers / Maha Abboud-Blanchard and Aline Robert -- References / Fabrice Vandebrouck.

Sommario/riassunto

With cooperation of Aline Robert, Janine Rogalski, Maha Abboud-Blanchard, Claire Cazes, Monique Chappet-Pariès, Aurélie Chesnais, Christophe Hache, Julie Horoks, Eric Roditi & Nathalie Sayac. This book presents unique insights into a significant area of French research relating the learning and teaching of mathematics in school classrooms and their development. Having previously had only glimpses of this work, I have found the book fascinating in its breadth of theory, its links between epistemological, didactic and cognitive perspectives and its comprehensive treatment of student learning of mathematics, classroom activity, the work of teachers and prospective teacher development. Taking theoretical perspectives as their starting points, the authors of this volume present a rich array of theoretically embedded studies of mathematics teaching and learning in school classrooms. Throughout this book the reader is made aware of many unanswered questions and challenged to consider associated theoretical and methodological issues. For English-speaking communities who have lacked opportunity to access the French literature the book opens up a wealth of new ways of thinking about and addressing unresolved issues in mathematics learning, teaching and teacher education. I recommend it wholeheartedly! (Extract from Barbara Jaworski's preface.).
