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Nota di contenuto	Preliminary Material / Berinderjeet Kaur , Glenda Anthony , Minoru Ohtani and David Clarke -- The Learner's Perspective Study: Attending to Student Voice / Glenda Anthony , Berinderjeet Kaur , Minoru Ohtani and David Clarke -- Spoken Mathematics as an Instructional Strategy: The Public Discourse of Mathematics Classrooms in Different Countries / David Clarke , Li Hua Xu and May Ee Vivien Wan -- Students Speaking Mathematics: Practices and Consequences for Mathematics Classrooms in Different Countries / David Clarke , Li Hua Xu and May Ee Vivien Wan -- Students at the Front: Examples from a Beijing Classroom / Yiming Cao , Kan Guo , Liping Ding and Ida Ah Chee Mok -- Participation of Students in Content-Learning Classroom Discourse: A Study of Two Grade 8 Mathematics Classes in Singapore / Berinderjeet Kaur -- Martina's Voice / Florenda Gallos Cronberg and Jonas Emanuelsson -- What Do Students Attend to? Students' Task-Related Attention in Swedish Settings / Rimma Nyman and Jonas Emanuelsson -- Students and Their Teacher in a Didactical Situation: A Case Study / Jarmila Novotná and Alena Hospešová -- Developing Mathematical Proficiency and Democratic 143 Agency through Participation – An Analysis of Teacher-Student Dialogues in a Norwegian 9th Grade Classroom / Ole Kristian Bergem and Birgit Pepin -- Matches or Discrepancies: Student Perceptions and Teacher Intentions in Chinese Mathematics Classrooms / Rongjin Huang and Angela T. Barlow -- What Really Matters to

Students? A Comparison between Hong Kong and Singapore Mathematics Lessons / Ida Ah Chee Mok , Berinderjeet Kaur , Yan Zhu and King Woon Yau -- Student Perceptions of the 'Good' Teacher and 'Good' Learner in New Zealand Classrooms / Glenda Anthony -- The LPS Research Design / David Clarke -- Author Index / Berinderjeet Kaur , Glenda Anthony , Minoru Ohtani and David Clarke -- Subject Index / Berinderjeet Kaur , Glenda Anthony , Minoru Ohtani and David Clarke.

Sommario/riassunto

The Learner's Perspective Study ascribes to the premise that the investigation of social practice within the mathematics classrooms must attend to the learners' practice with at least the same priority as that accorded to the teachers' practice. In focusing on student voice within this partnership, as enacted in many different guises across different cultures and socio-political learning environments, we hope that we will be better informed to understand the relationship between pedagogy and learning mathematics, and between pedagogy and the empowerment of diverse learners. Research findings from the Learner's Perspective Study reported in this book and its companion volumes affirm just how culturally-situated are the practices of classrooms around the world and the extent to which students are collaborators with the teacher, complicit in the development and enactment of patterns of participation that reflect individual, societal and cultural priorities and associated value systems. In this book, we attend closely to this collaboration with our focus on the voice of the student. Collectively, the authors consider how the deliberate inclusion of student voice can be used to enhance our understandings of mathematics classrooms, of mathematics learning, and of mathematics outcomes for students in classrooms around the world. The Learner's Perspective Study aims to juxtapose the observable practices of the classroom and the meanings attributed to those practices by classroom participants. The LPS research design documents sequences of at least ten lessons, using three video cameras, supplemented by the reconstructive accounts of classroom participants obtained in post-lesson video-stimulated interviews, and by test and questionnaire data, and copies of student written material. In each participating country, data generation focuses on the classrooms of three teachers, identified by the local mathematics education community as competent, and situated in demographically different school communities within the one major city. The large body of complex data supports both the characterization of practice in the classrooms of competent teachers and the development of theory.
