

Final Discussion

Working group 7

Classroom Focussed Research, How do Kids Learn?

Our sense of relationship is our perspective.

The constructivist principles about mathematical knowledge put the child in the centre of the teaching learning process. The child and the teacher are involved in a genuine search for meaning and in this search the quality of the relationship between the people involved determines the learning outcomes.

The mathematical concept should have a continuation in their development in class. This should be realized through carefully structured children's investigations with the aim of integrating new knowledge into previous knowledge taking into account student's global cognitive structures.

Language structures the way the world is viewed. The development of the linguistic skills has to be mediated by teachers and in connection with all areas and in content interdisciplinary manner.

Great attention should be paid to the student's level of development and various cognitive learning styles. In this sense it's very important to use a lot of medium of learning such as verbal, symbolic, iconic, sensory-motor, etc.

Every person can learn at every developmental stage given the appropriate conditions which include diagnosis of cognitive, affective and social difficulties.

Mathematics education is a domain of human activities such as reasoning communicating and the pursuit of scientific principles and procedures.

New technology can be considered a possible mediator facilitator in the construction of knowledge, communication and social interaction.