

Taking risks in primary mathematics classrooms.

Sylvia McLellan
EDCP
smclella@interchange.ubc.ca

Is risk taking necessary for learning?

an ill-defined but important disposition in learning mathematics

- Reforms in math education call for meaningful student participation
- This is intended to produce learning with understanding
- Reforms are being applied as “inquiry-based” pedagogy
- Risk taking involves agency & intent: both essential for inquiry learning

Does the reform approach rely on risk taking for learning?



risk taking is defined here as the confluence of the discursive deployment of three factors

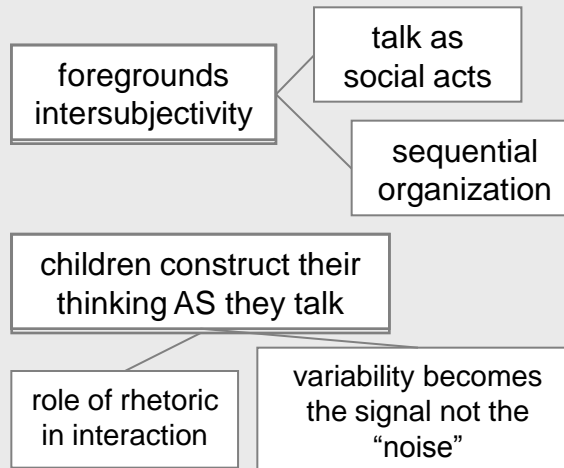
Discursive Psychology

as a framework for mathematics education research

Other sociocultural approaches assume:



Discursive psychology assumes:



Ask to see an example of data analysed

Commitment, agency and intent are all social acts which can be identified in talk

My current conceptual questions:

1. *How else might risk taking be defined?*
2. *Can a child “take a risk” without talking?*

sources:

Barwell, R. (2003). Discursive psychology and mathematics education: Possibilities and challenges. *ZDM*, 35, 201-207.

Edwards, D. & Potter, J. (1992). *Discursive Psychology*. Sage: London.

- complete reference list available upon request -

I acknowledge the support of SSHRC graduate scholarship 767-2010-2458