Abstract

All across the world, mathematics education researchers and reformists are calling for collaboration, problem-solving, thinking, and communication to be the centre of primary and secondary mathematics curriculum. However, such practices are still in the development stages and practitioners are only starting to implement them. I am fortunate enough to teach at a school where such practices are encouraged. The school has been investigating whole class discussions as a central instructional approach in mathematics teaching. In this thesis, I analyse and classify the discussions that happen in my classes and study them carefully to determine some common themes and identify ways to make the learning of mathematics more engaging and meaningful to students. Results indicate that for whole class discussions to be an effective way to conduct a mathematics class, teacher’s expertise plays a vital role in guiding and facilitating the discourse.

Keywords: Whole-class discussions; Mathematics education; Harkness teaching; Student-centered learning.