

Abstract

This action research is designed to investigate the effect of various instructional strategies on mathematical discourse in a high school classroom. Mathematics lessons were presented in both traditional lecture-based formats and in student-centered formats such as cooperative learning. Data were collected and evaluated through the use of surveys, reflections, observations, informal and formal assessments.

Data analysis suggests that cooperative learning that promotes mathematical discourse increased students' understanding of mathematical information and increased short and long-term retention of information learned. Results suggest possibilities for further research using more cooperative learning strategies and increasing student's independence of learning mathematical topics through discovery.



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