INSIGHT INTO A THEORY ABOUT INTEREST-DENSE SITUATIONS IN MATHS CLASSES

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Based on an empirical case study, a contextual theory about the generic process of interest-dense situations in maths classes has been constructed. The poster presents some verbal and schematic representations of results concerning:

- a classification of interest research as an "interest cube" and the positioning of the presented theory within this research;
- the concept of situated collective interest as basic concept of the theory;
- the three theory components consisting of theoretical types of social interactions, theoretical types of epistemological processes and theoretical types of mathematical valencies.

An “interest cube” consisting of three dimensions – the global-local, stable-situated, and the individual specific-collective dimension – is presented. This cube gives an impression of areas existing within the field of interest research. Psychology is concerned with all kinds of individual specific interest research (see Bikner-Ahsbahs 2001), whereas my study focuses on local situated collective interest, called “situated collective interest”. My aim is to characterise and classify interest-dense situations (Bikner-Ahsbahs 2002) for I assume that these situations are likely to foster the development of individual interest.

If accepted, the research report A SOCIAL EXTENSION OF A PSYCHOLOGICAL INTEREST THEORY presents a deeper insight into the theory development concerning the interactional perspective of interest-dense situations whereas this poster presentation glances around different aspects of the theory.[1]

References

Bikner-Ahsbahs, A. Interest in Maths between Subject and Situation. Proceedings of the 25th Conference of the Group for the Psychology of Mathematics Education, 2001, Vol. 2, p. 145-152.

Bikner-Ahsbahs, A. Interest Density. A Concept for an Interctionist View of Interest in Maths Classes. Developments in Mathematics Education in German -speaking Countries. Selected Papers from the Conference on Didactics of Mathematics Potsdam, 2000, Franzbecker Hildesheim, Berlin, 2002, p. 33-43.

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