

Argumentation and participation in early mathematics learning situations

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Abstract

The main assumption of my paper is that learning mathematics depends on the student's participation in processes of collective argumentation. On the empirical level, such processes will be analyzed with Toulmin's theory of argumentation and Goffman's idea of decomposition of the speaker's role. On the theoretical level, different statuses of participation in processes of argumentation will be considered. By means of the method of comparative analysis, different grades of autonomy according to the interactional contribution of a student can be reconstructed. This approach will be taken as a starting point for some theoretical considerations concerning the issue of mathematics learning for children with a migration-background.