Abstract

According to the management plan of the cognitive diversity introduced in Falsetti and Rodríguez (2001), the implementation was carried out, during a year, of a didactic proposal in a precollege Mathematics course, directed to all the students, of admission to the Universidad Nacional de General Sarmiento (Buenos Aires, Argentina). Under this model we carry out an exploration on the performance of the students and its perception of learning in Mathematics relating to interactions that arise in the classroom. We present and we support in this article the election of variables employed and we carry out the qualitative and quantitative analysis of a survey and interviews.

Keywords

classroom interactions, metacognition, learning perception, mathematical activity.