Abstract

The objective of the present research was to determine the applicability of a group of constructivist strategies for teaching and learning math in the sixth grade of Basic Education. The methodology used was participative action research, which implied fieldwork characterized by long-term observation and intensive participation in a school in the state of Trujillo. The following were chosen as categories of analysis: pedagogical practice developed by the teacher and cooperative work. The instruments used for data collection were field notes, the children’s notebooks, interviews, photographs and audio and video tape recordings. The triangulation of source method was used to analyze the information, following the codification, categorization and integration processes. This study generated highly positive results for teaching and learning math. Regarding the children, we were able to integrate: positive attitudes to learning the subject, development of abilities and skills for independent and cooperative work. Regarding the teachers we obtained an improvement in their pedagogical practice and their creative ability to design other methodological strategies. Key words: Teaching, learning, participative action research, constructivism, math

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