

Capturing Mathematical Learning in an Inquiry Context: There are Some Things Not Easily Measured

Kym Fry

University of Queensland

<k.fry1@uq.edu.au >

This paper presents the theoretical findings from a PhD study into assessing mathematical learning in an inquiry context. The pedagogy of inquiry will continue to struggle to prove its worth, while student improvement in mathematics continues to be measured in terms of data gained through assessment designed for more traditional pedagogies. Findings from this study revealed high levels of student thinking about mathematics in inquiry when teachers artfully engineered feedback gained through formative assessment into teaching and learning experiences. Learning mathematics in inquiry reflected a complex and highly interactive journey, not easily measured using traditional school assessment practices.