



Discurso docente y prácticas matemáticas democráticas en la clase de matemáticas [

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Analítica

In this paper we present a characterization of mathematical practices, which we call democratic, taking into account the analysis of debates that have taken place in the development of a didactic unit of algebra with 12-13 years old students. We reflect on the role of the teacher in each debate and characterize the types of practices at different times. We start from the democratic educational perspective of ethnomathematics and integrate it with approaches to the collaborative construction of meanings. Our analysis shows that the actions of the teacher and the students in an experience of deliberative mathematical participation make it possible to successfully negotiate mathematical meanings

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