



Aprendizagem colaborativa por meio do Método Trezentos: uma experiência com estudantes da Educação Básica [

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Analítica

Mathematics education often faces challenges in preparing citizens for conscientious citizenship. In this context, collaborative learning emerges as a promising strategy to overcome such challenges. The present research aimed to implement the Trezentos Method in Basic Education classes, empower students to solve problems, and analyze the impact of this intervention on the learning of those involved. The results confirm that collaborative activities, when aligned with assessment processes focused on decision-making, have a positive influence not only on the development of mathematical knowledge but also on the socio-emotional skills of the students

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