Differences in approaches

I have attempted to show the differences of the above three approaches in a table.

Community of Enquiry	'Marion Bird' Activities	Cognitive Acceleration through Maths Education (CAME)
A stimulus is provided, often a story or picture containing mathematical ideas. Pupils reflect and pose questions. Questions are discussed and sorted, connections sought, with the object of identifying more 'philosophical' examples Pupils select a question. Question is used as focus for discussion within which dialogue and reasoning skills are emphasised. Ideas are summarised and acknowledged as different possible answers (or partial answers)	A relatively open stimulus is provided within a rich mathematical context. Time is given for exploration and sharing of ideas and language to reveal present understanding and refresh memories. The teacher then provides a pointed example within that context which guides activity and discussion towards some key mathematical ideas. Pupils choose focus for exploration within the redefined area. Pupils may work collaboratively or individually, they share work which is built upon by the teacher in future questions.	15 lessons per year from year 5 to 8. Each lesson centred on a 'big mathematical idea' Initial activities accessible to all Pupils work collaboratively on a series of episodes within the lesson punctuated by feedback. Pupils learn from their own and other's successes and failures. Pupils learn through the experience of cognitive dissonance (realising the limitations of present understanding and the need to amend it)
The teacher may select the stimulus, assists in maintaining forward motion of the discussion. Plays the role of co-enquirer. Ideas developed may be recorded for follow-up at a future date.	The teacher provides initial stimulus and later a pointed example within that context which guides activity and discussion towards some key mathematical ideas. Teacher builds on pupils own work in later sessions.	Materials are carefully structured and sequenced in episodes. Teacher plays crucial part in introducing the activities and conducting the feedback sessions. Focus is on the thinking not written outcome.