Department of Mathematics and Statistics Colloquium

Professional Noticing of Children’s Mathematical Thinking: A Hidden Skill of Teaching

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Abstract: Imagine observing or participating in a classroom lesson, what do you notice? What do others notice? What type of noticing has a positive influence on children’s learning? Classrooms are complex environments in which teachers cannot be aware of or respond to everything that is occurring, but current recommendations have provided some guidance by highlighting the importance of teachers’ eliciting and responding to children’s ideas in the midst of instruction. However, this expertise has proven challenging to develop.

My colleagues and I have focused on trying to understand a piece of this expertise, what we call “professional noticing of children’s mathematical thinking.” Specifically, we are interested in teachers’ abilities to detect children’s ideas that are embedded in comments, questions, notations, and actions as well as their abilities to make sense of what they observe in meaningful ways. In a sense, we are trying to unpack teachers’ in-the-moment decision making. In this talk, we will explore this often overlooked part of teaching—defining what it means to notice children’s mathematical thinking and examining data related to the development of this expertise in K3 teachers.

Thursday, March 14 at 3:45 in Roop 103
refreshments at 3:30