

Department of Mathematics and Statistics Colloquium

Elementary Student Teacher Noticing of their Students' Work

Mathematics Education Candidate

Abstract: This design research study utilizes the professional noticing of children's mathematical thinking construct to evaluate elementary preservice student teachers' decision-making processes when analyzing their students' multi-digit addition and subtraction work samples. Four preservice student teachers placed in first grade and three preservice student teachers placed in second grade participated in this study. A sequence of three professional learning tasks (PLTs) focused on preservice student teacher analysis of student work was developed. The findings from this study show how analyzing student work in a guided setting outside of their classrooms provided opportunities for preservice student teachers to increase their engagement with professional noticing of their students' mathematical thinking as well as their mathematical knowledge for teaching. Data analysis led to an extension of the professional noticing framework to the field of preservice teacher education.

Monday, November 11 at 2:30 in Roop 103
Refreshments at 2:15