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Exploring the nature and impact of model teaching with worked example pairs.

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Summary: This study involved a promising practice-based professional development activity called model teaching, where teachers collaboratively wrote and then enacted a lesson plan to a “class” of fellow teachers. Analysis of videos during the activity suggested that playing the role of “students” was especially effective as a way to highlight student thinking and to help teachers consider pedagogical strategies for addressing student difficulties. The activity also provided evidence of teacher learning from the professional development experience. Five teachers were followed throughout the school year, and findings suggested that although implementation varied, much of what was learned transferred to the classroom. We report on this variation and the extent of transfer, and we discuss affordances and limitations of the model teaching activity.

Classification: D39 D40

Keywords: algebra; model teaching; professional development; teacher learning