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Integrating noticing into the modeling equation.

Li, Yeping (ed.) et al., Proficiency and beliefs in learning and teaching mathematics. Learning from Alan Schoenfeld and Günter Törner. Rotterdam: Sense Publishers (ISBN 978-94-6209-298-3/hbk; 978-94-6209-297-6/pbk). Mathematics Teaching and Learning 1, 111-124 (2013).

From the introduction: Understanding teacher cognition in the moments of instruction has become increasingly important to the mathematics education community over the past two decades. Various reforms and policies make it clear that to support student learning, instruction must be based, at least in part, on the ideas that students raise in class, the reasoning that ensues, and the representations that are used. Teaching, as a result, must be responsive; teachers must adapt their lessons as they unfold, often making decisions about how to proceed in the midst of instruction. But how does such in-the-moment decision making occur? What are the cognitive processes involved as teachers carry out instruction?

Classification: D20 C39
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