

ZMATH 2014f.00248

van Es, Elizabeth A.

A framework for learning to notice student thinking.

Sherin, Miriam Gamoran (ed.) et al., Mathematics teacher noticing. Seeing through teachers' eyes. London: Routledge (ISBN 978-0-415-87862-3/hbk; 978-0-415-87863-0/pbk; 978-0-203-83271-4/ebook). Studies in Mathematical Thinking and Learning Series, 134-151 (2011).

From the text: My goal in this chapter is to offer a framework for learning to notice student thinking. In this framework, I highlight two central dimensions of noticing: what teachers observe in classroom episodes and how they reason about these features of instruction. Furthermore, I propose a trajectory of development and use the video-club data to illustrate the nature of the teachers' discussions at each level and their development over the course of the 10 meetings.

Classification: C70 D20 C39 D39

Keywords: teacher noticing; teaching-learning process; mathematics classroom; professional development