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From whole class to small groups instruction: learners developing mathematical concepts.

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Summary: This case study examines the ways in which a teacher education program develops prospective teachers who implement the principles of constructing mathematical knowledge via a learning discourse. The study presents and analyzes a mathematical discourse in a 4th grade class as well as the feedback conversation of prospective teachers with their methods supervisor. Findings suggest that there are at least five main components teachers have to relate to in order to bring about change in the pupils' discourse. The article concludes with a discussion of the need to build a different culture in schools and in teacher education.

Classification: D42 C72 B50

Keywords: teacher education programs; learning discourse; feedback; group work; small groups; mathematical discourse