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Mathematics student teaching in Japan: where's the management?

Anthony, Glenda (ed.) et al., Teachers of mathematics: recruitment and retention, professional development and identity. Papers based on the presentations at the 10th international congress on mathematical education (ICME 10), Copenhagen, Denmark, July 4–11, 2004. Linköping: Svensk Förening för MatematikDidaktisk Forskning (ISBN 978-91-973934-7-8/pbk). Skrifter från Svensk Förening för MatematikDidaktisk Forskning (SMDF) 8, 135-144 (2010).

Summary: This study followed three Japanese preservice teachers during a 4-week mathematics teaching experience in a Japanese junior high school during which each student teacher taught three lessons. Conversations with their cooperating teachers included talking about how to teach mathematics and how students would respond to various tasks. Unlike their counterparts in the United States, however, they never talked about classroom management issues. Although students at this Japanese junior high school were generally well behaved, management problems did exist but were never discussed. When do student teachers learn to deal with these classroom management issues? During their first year of teaching, they closely mentored by other teachers in the school and have opportunities to discuss any problems that arise in their own classrooms.

Classification: C70 B50 D39

Keywords: pre-service teachers; teaching practice; classroom management