

ZMATH 2016f.00639

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Using modified lesson study with mathematics post-graduate teaching assistants.

Adams, G. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 35, No. 1. Proceedings of the day conference, St. Patrick's College, Dublin, Ireland, February 28, 2015. London: British Society for Research into Learning Mathematics (BSRLM). 31-35 (2015).

Summary: This paper describes an effort on the part of seven post-graduate instructors, or teaching assistants (TAs), to work together to develop, implement and critique two lessons for a Calculus I course. The TAs were asked to develop lessons for a fifty minute Calculus I class on topics of their choice. As a group, the TAs decided to focus their lessons on procedural topics instead of conceptual ones. One TA was chosen at random to teach the group-developed lessons during a calculus class while the other TAs observed. Upon teaching and observing each lesson, TAs were asked to provide a short reflective statement about what they saw during the lesson and about the overall experience of planning the lesson and either implementing or observing it. Their written responses were analyzed using an open and axial coding method. A preliminary analysis reveals the reflections of the TAs be focused superficially, supporting previous work on K-12 pre-service teacher reflective abilities. TAs can be considered pre-service faculty with the same low level of reflective abilities.

Classification: D45

Keywords: university teaching; educational research; teacher education; post-graduate teaching assistants; lesson study; reflective practice

<http://www.bsrlm.org.uk/IPs/ip35-1/BSRLM-IP-35-1-06.pdf>