A study of the relationship between student teachers’ expectations of pupil success and the management of classroom discourse.

Summary: The purpose of this article is to summarize the methodology and findings in the case studies of three student teachers in secondary school mathematics. The broad area of interest is the relationship between beliefs and practice. In the study, “beliefs” refers to expectations teachers have that students will be successful in learning with understanding. In regard to practices, a focal point was a student teacher’s questions and instructions articulated while managing classroom discourse. An analysis of solicitations was intended to provide a measure of the kind of thinking in which student teachers expect their students to engage. During the study, a coding scheme was created, refined, and applied to lesson transcripts for the purpose of “making visible” the management of classroom discourse. The study may provide a basis for further research on student teachers’ practice.

Keywords: preservice teacher education; case studies; teacher beliefs; teaching

http://journals.tc-library.org/index.php/matheducation/article/view/502