Identity development during undergraduate research in mathematics education.

Summary: We describe a model that leverages natural connections between undergraduate research and mathematics teacher preparation. The model integrates teaching and research by prompting undergraduates to continuously reflect on classroom data from lessons they have taught. It is designed to help undergraduates build identities as teachers who base decisions on empirical data, and also to build identities as future graduate students in mathematics education. The identities that undergraduates participating in the first year of the project developed pertaining to these roles are described. Undergraduates generally identified with a problem-based approach to teaching and saw themselves as future graduate students in various fields, including mathematics education. Suggestions for improving and adapting the model for use in other settings are also provided.

Classification: D45
Keywords: classroom research; formative assessment; identity; reflection; undergraduate research
doi:10.12973/iser.2016.2110a