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Biza, Irene; Nardi, Elena; Joel, Gareth

What are prospective teachers' considerations regarding their intended practice when management interferes with mathematical learning?

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Summary: What are prospective teachers' considerations when they make decisions in situations where classroom management interferes with mathematical learning? In this paper we present research that explores prospective teachers' pedagogical and epistemological considerations in intended actions through their written responses to situation-specific tasks. Specifically, we introduce a type of task that addresses both mathematical learning and classroom management issues; and, we discuss the written responses of 21 prospective mathematics teachers to one of these tasks in which a student's unease with Algebra is met with another student's dismissive and offensive response. The analysis we present here observes a lack of balance in the participants' responses in favour of behavioural issues and at the expense of epistemological issues.

Classification: D40 D30 C29

Keywords: preservice teacher education; teaching; classroom management; task design; situation specificity; educational research; teacher knowledge; teacher beliefs; typologies; social norms; sociomathematical norms; behavioural aspects

<http://www.bsrlm.org.uk/IPs/ip34-2/BSRLM-IP-34-2-03.pdf>