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Exploring prospective mathematics teachers' school placement induction through communities of practice.

Barmby, P. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 34, No. 1. Proceedings of the day conference, King's College, London, UK, March 1, 2014. London: British Society for Research into Learning Mathematics (BSRLM). 7-12 (2014).

Summary: Communities of practice is one of the most common interdisciplinary terms which is mainly used by anthropologists, sociologists and educationalists. This paper aims to analyse the induction experiences of prospective mathematics teachers during their school placements through the lens of communities of practice. The main research question was concerned with how they perceive what constitutes the practice of community. For that purpose, the research was designed as a qualitative cross-sectional study. A convenient sample of four prospective mathematics teachers was selected. Data collection consisted of face-to-face interviews. Interview transcriptions were analysed using content analysis method. Findings indicated that participants' observations of professional interaction among colleagues in the school are concerned with teachers' subject knowledge, cooperation among colleagues, assessment and being a mathematics teacher in a private school.

Classification: C69 D49

Keywords: preservice teacher education; professional interaction; cooperation; educational research; experience reports; interviews; cross-sectional study; initial teacher training; learning; sociocultural aspects; communities of practice

<http://www.bsrlm.org.uk/IPs/ip34-1/BSRLM-IP-34-1-02.pdf>