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Use of video analysis to support prospective K–8 teachers’ noticing of equitable practices.

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Summary: Mathematics teacher educators (MTEs) designed and studied a video analysis activity intended to support prospective teachers (PSTs) in learning to notice equitable instructional practices, PSTs from 4 sites ($N = 73$) engaged in the activity 4 to 5 times during the semester, using a set of 4 “lenses” to analyze teaching and learning as shown in videos. In an earlier analysis of this activity, we found that PSTs increased their depth and expanded their foci in noticing equitable instructional practices. In this analysis, we shift the focus to our work as MTEs: We examine our decisions and moves in facilitating the video analysis activity with a focus on equity, and we discuss implications for other MTEs.

Classification: D49 D39 U89

Keywords: children’s mathematical thinking; community; culture; diverse students; funds of knowledge; language; mathematics methods course; noticing; prospective teachers