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Thomas, Mike; Yoon, Caroline

The role of teaching decisions in curriculum alignment.

Nicol, Cynthia (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education “Mathematics education at the edge”, PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 5. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-365-4/v.5). 241-248 (2014).

Summary: The classroom implementation of open-ended mathematics tasks, such as Model-Eliciting Activities (MEAs), can be challenging for teachers. This case study research considers a teacher, Adam, implementing a lesson intended to be an MEA on graphical antiderivative. We describe the lack of alignment of the written, intended and enacted curricula that occurred. An analysis of Adam’s conflicting resources, orientations and goals, and how these influenced his pedagogical decision making, enables a description of the reasons for this misalignment. One possible implication for teacher professional development arising from the case study is presented.

Classification: D30 M10 D40

Keywords: model-eliciting activities; open-ended tasks; classroom implementation; antiderivative; intended curriculum; enacted curriculum; pedagogical decision making