



DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

INNOVATION I UNDERVISNING OG LÆRING

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Titel på Præsentationen:	Decomposing the practice “planning a mathematical discussion towards a given goal” in Norwegian teacher education
Type af præsentation:	Oral presentation
Sprog:	English
Tema:	6. STEM subjects in Teacher Education
Abstrakt:	<p>Keywords: planning, mathematical discussions, decomposition, cycle of investigation and enactment Planning is a central, yet, complex practice for teachers, and even more challenging for student teachers and novices. Grossmann et al. (2009) have suggested decomposition of practice as a way of breaking complex teaching practices down into its constituent parts for purposes of teaching and learning. In this study, we investigate a decomposition of the practice “planning a mathematical discussion towards a given goal”, in the context of a cycle of investigation and enactment (Lampert et al., 2010) in teacher education. We analyze video recordings of collaborative planning carried out in three groups of first-year student teachers 2 and one teacher educator. From this, we identify the actions taken during planning, such as choices of questions to be posed in the planned teaching sequence, anticipation of student responses, and ways of representing the subject content on the blackboard. The study sheds light on the potential of the cycle of investigation and enactment to prepare student teachers to engage successfully in the complex work of ambitious mathematics teaching. Grossmann, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. (2009). Teaching practice: A cross-professional perspective. <i>Teachers College Record</i>, 111(9), 2055-2100. Lampert, M., Beasley, H., Ghouseini, H., Kazemi, E., & Franke, M. (2010). Using designed instructional activities to enable novices to manage</p>



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