

MME Seminar 2017

Session 9



Enhancing noticing: using a learning trajectory to improve professional discourse

By Mr Pedro Ivars

Date: Wed 11th Oct 2017

Time: 3.30 pm to 4.30 pm

Venue: MME Journal Rm (NIE7-3-16)

The objective of the research is to analyse how a learning trajectory can enhance pre-service primary teachers' noticing of students' fractional reasoning. Twenty-nine pre-service primary school teachers participated in a learning environment in where they had to use a students' learning trajectory related to the part-whole concept of fraction to notice students' mathematical thinking. In this seminar, Pedro will present the preliminary results of how pre-service teachers interpreted students' mathematical thinking through three different tasks of the learning environment. Findings highlight that the learning trajectory improved pre-service teachers' professional discourse and thus, enhanced pre-service teachers' noticing. Nevertheless, results also show that the enhancement of the skill of noticing is linked to pre-service teachers' mathematical content knowledge.

Pedro Ivars holds a degree as a primary school teacher as well as an Educational Research Master degree. Presently he is working at the Department of Innovation and Didactical Training at the University of Alicante in Spain where he is studying his PhD. His research interests focus on teacher training, particularly, on pre-service primary school teachers' development of the skill of noticing and the use of learning trajectories in teacher education programs.

All are welcome!