

What teachers notice about students' online mathematical thinking

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Teachers spend part of each day communicating with their students. During this time important aspects of students' mathematical thinking are noticed. Teachers then interpret these moments and make decisions on how to act (Jacobs & Empson, 2016). The online environment offers teachers a different setting in which to notice student's mathematical thinking. Previous research in this area focuses on what teachers notice and why these moments might be worthy of teachers' attention (Sherin et al., 2011). In this study, informal interviews were conducted with primary school teachers on two separate occasions to investigate what cues lead teachers to noticing moments of mathematical significance. In this short communication, I present findings from the first round of interviews that were conducted while teachers were engaged in online learning with their students. The online environment provided different opportunities and cues for teachers to notice students' mathematical thinking and dispositions.

References

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