

EXPLORING THAI MATHEMATICS TEACHERS' PERSPECTIVES ABOUT CLASSROOM NORMS

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The Teaching practices *elicit and use evidence of student thinking* and *facilitate meaningful mathematical discourse* (NCTM, 2014) can only be fully enacted if teachers recognize and value the potential of using student mathematical thinking to increase student learning. Enacting these practices in cultures that have traditionally used student thinking for the purposes of measuring content acquisition poses a challenge when the goal is to use student thinking to develop a mathematical concept. A first step in meeting this challenge is to learn more about the perspectives of teachers in such situations. This exploratory study focused on six Thai teachers' perspectives on classroom norms because norms have been shown to have a significant impact on what happens in classrooms (e.g., Yackel & Cobb, 1996). The six teachers were intentionally selected from government, demonstration, and private schools. We employed task-based individual interviews (developed from Van Zoest & Stockero, 2012) about teachers' perspectives while teaching ideal and realistic classes. Our analysis of these recorded interviews focused on identifying the presence or absence of general norms in mathematics classes that support productive *sociomathematical norms* (Yackel & Cobb, 1996). Based on our analysis, the findings indicate that these mathematics teachers' perspectives about teaching ideal classes seem to support more productive sociomathematical norms than their perspectives about teaching realistic classes. Specifically, it influenced their perspectives on students' characteristics, teachers' roles, and teaching approaches. We also found a relationship between the type of school the teachers taught and their perspectives on active learners, teachers' responses to students' contributions, and discussions (whole-class and small-group). This study informs educators who are working to support teachers to use student mathematical thinking to increase student learning. It does this by providing insight into how teachers' current perspectives can be built on to increase teacher learning about how to better use student thinking.

References

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