

FACTORS THAT INFLUENCE THAI MATHEMATICS TEACHERS' PERSPECTIVES ABOUT CLASSROOM NORMS

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Our earlier work found that Thai mathematics teachers' perspectives about teaching ideal classes seemed to support more productive sociomathematical norms than their perspectives on teaching realistic classes (Kamlue et al., 2022). For example, teachers tended to use *purposeful questions* (NCTM, 2014) and listen to students' mathematical thinking in their ideal classrooms, but not in their realistic classrooms. Knowing the reasons for these differences would identify where to focus professional development to support the development of productive sociomathematical norms. We used task-based individual interviews to investigate the factors that influenced the differences between the teachers' perspectives when teaching ideal and realistic classes that were identified in the earlier study of six Thai mathematics teachers from three settings (government, demonstration, and private schools). These differences were: students' characteristics (active learners), teachers' roles (teachers' responses to students' contribution), and teaching approaches (discussion). Our analysis indicated that the teachers perceived that ideal students were more active than their actual students because of two factors. Four said it was because of the students' backgrounds, while the other two said the differences were because of the teachers' actions. Regarding teachers' responses to students' contributions, all six teachers said that the differences were because of the teachers' actions. The most common reason given was that teachers' goals for instruction dictated how they would teach the given task. Finally, three teachers claimed that discussion was limited in reality because of the lack of students' confidence to express their ideas in classes. The others focused on the need for better teacher preparation for teaching students in this era under several circumstances, such as time limits and dense content. Our results identify promising foci for professional development.

REFERENCES

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