

Teachers' use of resources in and for mathematics teaching

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3.14 Friday June 6 9:00-10:20 Session 5b; Room EDU3
Chair: Uffe Thomas Jankvist

TEACHERS' USE OF RESOURCES IN AND FOR
MATHEMATICS TEACHING

Ingvild Lambert Grave & Birgit Pepin

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There is an increasing amount of resources available for teaching and learning mathematics, traditional as well as digital. However, we know relatively little about how teachers work with them in detail. In this study we have studied how four Norwegian primary teachers used resources in/for their mathematics teaching. Anchored in the analyses of lesson observations, interviews and particular documents, three (out of five) "usage categories" are discussed in this paper: (1) management of teaching objectives; (2) teachers' use of resources for inspiration; and (3) resources teachers use for student work. These categories emphasize the importance of understanding interactions between teachers and resources; and the ways resources influence many different aspects of teachers' work.

TEACHING BY THE BOOK: WHAT KIND OF
CLASSROOM PRACTICE DO THREE DIFFERENT
TEACHER GUIDES FOR YEAR 1 PROMOTE?

Lena Hoelgaard & Andreas Ryve

Mälardalen University

This paper investigates three Swedish commercial mathematics teaching materials for Year1 covering more than 80% of the market. We specifically focus on the teacher guides and the classroom practice they construe. By taking an educative curriculum material perspective, the analysis of these three popular mathematics teaching materials reveals substantial differences in its support for designing the classroom practice.
