



TSG 36

RESEARCH ON CLASSROOM PRACTICE AT PRIMARY LEVEL

The Organizing Team

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The aim of TSG 36 at ICME-14 is to share the experiences of research on classroom practice at primary level, address its research methods and theories, describe innovative classroom practice, and discuss impact of research on classroom teaching and learning mathematics in different countries.

The experiences of research on classroom practice can come from various levels of practitioners, educators, and researchers. The complexity of teaching practices in the current rapidly-developing technology era raises a variety of questions for research on classroom practice, such as teacher as researcher, how to use research-based teaching strategies and/or evidence-based teaching strategies to support effective classroom teaching and learning, appropriate methods for classroom teaching research that informs teaching practice, development of multidisciplinary integration (STEM) projects in mathematics classrooms, effective methods for different teaching approaches, using new technologies in classroom teaching research, effective collaboration on classroom teaching research between classroom teachers and researchers, and effective training programs for research expertise in higher education and professional development.

The principles of teaching have been addressed in many national standards, but there is no clear answer on the principles of effective instruction in primary mathematics classrooms. These challenges call for action to reflect and discuss important needs in research on elementary classroom practice.

The TSG 36 will explore state-of-the-art strategies and approaches to address the concerns and

problems, and advance the research on classroom practice at primary level from international perspectives with an ultimate goal of supporting elementary mathematics classroom teaching and learning.

Subthemes

We welcome submissions of research articles and project reports addressing the following topics:

- Subtheme 1. Empirical studies that investigate using effective classroom practices to support teaching and learning elementary mathematics, integrating technology and/or STEAM education into elementary classrooms, evaluating teaching quality, and using adaptations to support diverse student mathematics learning.
- Subtheme 2. Effective programs and projects related to teachers as researchers who conduct action research in practices, which support effective classroom teaching and learning.
- Subtheme 3. The challenges, perspectives on classroom practice for teaching mathematics to primary students, diverse and emerging didactical approaches, and tools of effective research on classroom practice at primary level.
- Subtheme 4. Effective approaches in training and developing expertise in research on primary classroom practice in teacher education programs and in professional development for classroom teachers.