



TSG 37

RESEARCH ON CLASSROOM PRACTICE AT THE SECONDARY LEVEL

The Organizing Team

Chair: Patricio Herbst, University of Michigan, USA

Co-chair: Fabrice Vandebrouck, Paris Diderot University, France

Team Members:

Yoshinori Shimizu, University of Tsukuba, Japan

Jarmila Robova, Charles University, Prague, Czech Republic

Li Tong, Chongqing Normal University, China

This Topic Study Group aims to improve understanding of the research practices, methodologies, results, and supporting theories related to classroom teaching and learning at the secondary level. We intend to promote exchanges and collaboration around the identification and examination of issues of interest to classroom researchers across different education systems with the goal to enhance the quality of research on teaching and learning in secondary mathematics classrooms.

The TSG focuses on research related to mathematics teaching and classroom practice at the secondary level. Classroom practice includes the activities that teachers and students do within the mathematics classroom. Research on those activities may involve a variety of methodologies including videography, ethnography, self-reports by participants, scenario-based assessments, first-person research, stimulated commentary by practitioners, simulations, and others. Research on the classroom practice recorded with those approaches may involve examination of the interactions among the mathematical content to be taught and learned, the instructional practices of the teacher, or the work and experiences of the students within educational settings. Research may rely on a variety of theories and contribute to the growth of knowledge of a variety of research foci: the mathematics transacted in classroom practice, the complexity of the work of teaching, the roles of teacher and students vis-à-vis the mathematical content at stake, the knowledge used in practice, and more.

Papers that provide detailed information on specific and novel methodologies and techniques for research in mathematics classrooms are especially welcome. Papers that explore the influence of factors outside the classroom on classroom practice or that connect classroom practice with out of

school activities of students or teachers are also welcome. All contributions should report on empirical research that contributes to understanding aspects of classroom practice specific to the secondary level, draws from theory and contribute to the further development of theory, and helps enrich the arsenal of methodologies to do this research.

The TSG seeks to be an international forum for mathematics education researchers who want to disseminate findings and practices from their research on teaching and classroom practice and for practitioners and policy makers who are interested in learning about how this research is done and on its possible implications for practice. The organizers will make a balanced use of the time allocated, using presentations by few invited speakers and devoting the majority of the time to the discussion of contributed papers, with the goal to maximize exchanges among participants.