Student Teachers’ and Teacher Leaders’ Take-Up of Exploratory (“Rough Draft”) Talk

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Problem under Investigation
“During adolescence, students are often reluctant to do anything that causes them to stand out from the group, and many middle-grades students are self-conscious and hesitant to expose their thinking to others. Peer pressure is powerful, and a desire to fit in is paramount” (NCTM, 2000, p. 268).

Often students perceive that their role during mathematics classroom discussions is to wait to share their thinking until they are certain that their idea or solution is correct (Lampert, Rittle-Johnson, & Lamb, 2010; Lampert, Rittle-Johnson, & Magiera, 2011). Although some students participate in mathematics classroom discussions to continue learning, many others participate to perform competently (e.g., Jansen, 2006, 2009).

How can teachers support students with engaging in mathematics classroom discussions so that learning continues during the discussion?

I intended to empower mathematics teachers to understand students’ engagement, to have access to a lens for productive learning in progress! The idea of talking out ideas, they should be aware of all of the benefits of speaking while constructing new knowledge” (Cara).

Teaching Questions: How do middle school mathematics student teachers and secondary mathematics teachers facilitate take-up exploratory (“rough draft” talk)?

What were the similarities and differences in the take-up of rough draft talk between these two groups of teachers?

Exploratory or “Rough Draft” Talk
• Talking to learn.
• Talking through ideas to understand them is a sign of learning in progress.
• Trying on ideas through talking about them.
• Talking is used as a tool to develop thinking or “work on understanding” (Barnes, 2008).

Contrasts with “Final Draft” Talk
• Talking to perform competition.
• Pending until ideas are assumed to be fully developed before sharing.
• Learning is not taking place, just presentment.

Research questions: How do middle school mathematics student teachers and secondary mathematics teachers facilitate take-up exploratory (“rough draft”) talk?

Examining teachers’ thinking about rough draft talk among both student teachers and teacher leaders supported the development of a conjecture about how teachers thinking about engaging students in discourse might develop and evolve.

Future research
• Specify what rough draft talk looks like in greater detail.
• Examine students’ experiences with rough draft talk in mathematics classrooms.

Forthcoming publication

Prior publications

Bibliography


Lampert, M., Rittle-Johnson, B., & Crambaba, C. (2009). Revisiting the idea of talking out ideas, they should be aware of all of the benefits of speaking while constructing new knowledge” (Cara).