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UNCOVERING THE SPECIAL MATHEMATICAL PRACTICES OF TEACHING

Deborah Loewenberg Ball

University of Michigan

Helping young people develop mathematical skills, ways of thinking, and identities, and supporting classrooms as equitable communities of practice, entails for teachers a specialized set of instructional skills specific to the domain. What is involved, for example, in being able to see and hear the mathematics in students' experiences, in speaking mathematics in ways that are attuned to one's students, or in using representations and public records in ways that are comprehensible by students? We will examine instances of this sensitive work, analyze the special kinds of mathematical and other skills and orientations involved for teachers, and consider how fluency with such practices can be developed and supported.