



TSG 26 Research on teaching and classroom practice

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This Topic Study Group aims to improve understanding of the importance, specific nature of, and challenges associated with research on teaching and classroom practice; to promote exchanges and collaborations around the identification and examination of practices in classroom instruction across different education systems; and to enhance the quality of research and classroom practice. Developing systematic research on classroom practice in school mathematics is a relatively new endeavor. In fact, this Topic Study Group is only the third time in ICME history to take a primary focus on classroom practice.

Focus and themes

The focus of the TSG is discussion of research related to mathematics teaching and classroom practice. Classroom practice includes the activities of teaching and learning located within the classroom. It requires examination of the interactions among the mathematical content to be taught and learned, the instructional practices of the teacher, and the work and experiences of the students within particular educational settings. In these interaction processes, mathematical content is contextualized through situations, the teacher plays an important instructional role drawing on his/her knowledge, and the students involve themselves in the learning processes. Research aims to understand the nature and extent of the interactions, the complexity of the didactic system, the roles of the teacher

and students in the interaction processes when the mathematical content is taught and learned, and the complexity of the activities in mathematics classrooms. Papers that explore how factors outside the classroom (e.g., school leadership, policies, organizational dynamics) shape instruction inside classrooms are also welcomed.

The TSG is intended for providing an international platform for all interested parties (e.g., mathematics educators, school teachers, educational researchers, etc.) to disseminate findings from their research on teaching and classroom practice with the use of various theoretical perspectives and methodologies, and to exchange ideas about mathematics classroom research, development, and evaluation.