

Bureau of Educational Research:
2010-2011 Seminar Series

TEACHERS' TACTICAL & STRATEGIC ACTIONS TO MANAGE STUDENTS' PRIOR KNOWLEDGE IN MATHEMATICS CLASSROOMS



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2010-2011

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WHEN:

Thursday, April 28th 12-1:00 p.m.

WHERE:

242 Education Building

Research on learning suggests that it is important for teachers to integrate students' learning experiences by helping students to make connections between their prior knowledge and the new knowledge that they are supposed to acquire. However, there is a lack of research identifying mathematics teachers' practices to activate students' prior knowledge.

This talk will share the results of a study that investigated teaching actions to manage students' prior knowledge in geometry and algebra classrooms. The findings include a list of teaching actions that we observed in classrooms. Some of these teaching actions were tactical because they responded to the moment-by-moment interactions with students, while other actions were strategic because teachers planned to perform them beforehand.

The research argues that by performing specific tactical and strategic actions, teachers intend to make students remember specific mathematical concepts and procedures from the past and, also, shape what students have to remember for the future.