Classroom Responsiveness Over Time: A Case Study

Dr. Jessica Bishop
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Abstract: In this presentation I consider how mathematics instruction that values, attends to, and builds on students’ mathematical ideas is realized through discourse using data from multiple lessons in an instructional unit on fractions. I describe interactions that build on students’ thinking and in which students help to determine the direction of mathematics lessons as responsive. Building from earlier work (Bishop, Hardison, Przybyla-Kuchek, 2016), I will share an expanded framework to describe the responsiveness of classroom interactions during whole-class discussions and use the framework to document the responsiveness of a fifth-grade mathematics classroom, analyze variability and trends in responsiveness over time, and describe interactions among different framework components.

Dr. Jessica Bishop received her PhD in mathematics education from the University of Texas at Austin, and before joining the faculty at Texas State in 2016, Jessica was on the faculty at San Diego State University and the University of Georgia. Dr. Bishop’s research interests are in two main areas: research on mathematics classroom discourse and research investigating children's mathematical thinking. She is currently working on an NSF CAREER grant focused on middle grades mathematics discourse and recently finished a grant exploring K-12 students’ conceptions of integers. The research she is sharing in this talk will focus on mathematics discourse and is part of her CAREER grant. Jessica’s primary goal with her research and teaching has been to help equip practicing and prospective teachers to better attend to and support their students’ mathematical thinking.