Elementary Preservice Teachers’ Conceptions of Mathematical Practices

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Abstract:  I studied three elementary preservice teachers’ views and supports of mathematical practices when engaging with second and third grade students working on integer problems. My goal is to understand how elementary preservice teachers’, who have completed at least one content course for prospective elementary and middle school teachers, view and support specific mathematical practices with elementary students in a mathematical interaction during a summer math camp, and what justifications they give for supporting the practices in the manner used. This talk will discuss my preliminary findings for the views of each elementary preservice teachers, and the next steps in my analysis process.

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