Elementary Preservice Teachers’ Conceptualizations of Mathematical Practices: A Case Study of Student Autonomous Problem-Solving

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1:00 pm in DERR 338
January 24, 2020

Early field experiences have been shown to be valuable for elementary pre-service teachers (Jacobson, 2017), but what do elementary pre-service teachers focus upon as they reflect on their challenges supporting students’ mathematical practices? This talk will highlight how one elementary preservice teacher conceptualizes, rationalizes, and reflects on her use and understanding of student autonomous problem-solving, which is one of six practices three elementary preservice teachers conceptualized, implemented, rationalized, and reflected on over a two-week math camp period. Additionally, this talk will situate this one case within my larger dissertation and future research plans.

Christina Koehne holds a master’s degree in Mathematics from Texas State University, and a Bachelor of Science degree in mathematics with Teaching Certification from Texas A&M University Kingsville. She is presently a doctoral student at Texas State University studying Mathematics Education, and works as a researcher for a kid’s math camp program during the summers. Her dissertation interest is in developing elementary preservice teachers noticing of student thinking through an early field experience.