In situ Professional Development for Mathematical Modeling

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Abstract

In efforts to implement mathematical modeling in K-12 mathematics classrooms, collaboration between teachers and researchers can be beneficial to draw on their own unique expertise and work together as authentic partners. This presentation addresses the need for such collaborations and focuses on the emerging roles between two teachers and a researcher when implementing mathematical modeling tasks and using analyses of student learning for instruction. This experience was used as a case study to develop generalizable principles for designing a sequence of lessons for mathematical modeling. The study supports the value and viability of this form of in situ professional development, suggesting that significant changes in teachers’ and researchers’ thinking about students’ mathematical modeling development can occur in relatively short periods of time, and (3) leverage students’ backgrounds and goals when grouping students.

For further information:  http://www.mscs.mu.edu/mscs/resources/colloquium.html, or contact Dr. Sarah Hamilton: 414-288-6343, Sarah.Hamilton@marquette.edu.

POST-COLLOQUIUM REFRESHMENTS SERVED IN ROOM 342 AT 2:00 P.M.