

1. Record Nr.	UNINA9910958371303321
Titolo	Studying classroom teaching as a medium for professional development : proceedings of a U.S.-Japan workshop / / Hyman Bass, Zalman Usiskin, and Gail Burrill, editors
Pubbl/distr/stampa	Washington, DC, : National Academy Press, c2002
ISBN	9786610184118 9780309169967 0309169968 9781280184116 1280184116 9780309510318 0309510317
Edizione	[1st ed.]
Descrizione fisica	1 online resource (272 p.)
Altri autori (Persone)	BassHyman <1932-> UsiskinZalman BurrillGail
Disciplina	372.7/0952
Soggetti	Mathematics - Study and teaching (Elementary) - Japan Mathematics - Study and teaching (Elementary) - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Mathematical Sciences Education Board/Center for Education/Division of Behavioral and Social Sciences and Education, U.S. National Commission on Mathematics Instruction/Board on International Scientific Organizations/Policy and Global Affairs Division, National Research Council." Workshop hosted by Mathematical Sciences Education Board and United States National Commission on Mathematics Instruction, August 2000, Makuhari, Japan.
Nota di bibliografia	Includes bibliographical references (p. 255-258).
Nota di contenuto	Front Matter -- Acknowledgments -- Preface -- Contents -- Introduction -- Reflections on the Workshop -- Observations from the Study of Teaching Practice as a Medium for Professional Development -- Building an International Community: Sharing Knowledge and Experiences in Professional Development for Mathematics Education -- Background Context for Teacher Preparation in the United States and in

Japan -- Elementary Mathematics Education in the United States -- Mathematics Teacher Education in Grades 7-12 in the United States -- A Study of Teacher Change Through Inservice Mathematics Education Programs in Graduate School -- Recurrent Education in Japan: Waseda University Education Research and Development Center -- Recurrent Education in Japan: Kanagawa Prefectural Education Center -- Lesson Study as Professional Development -- Setting the Stage -- Lesson Study: What, Why, and How? -- Framing Lesson Study for U.S. Participants -- Lesson Study from the Perspective of a Fourth-Grade Teacher -- Studying Classroom Teaching as a Medium for Professional Development: Video Component -- Reflections on Videos: Panel -- Development Through the Use of Records of Practice Professional Development Through the Use of Records of Practice -- Professional Development Through Records of Instruction -- Professional Development Through Written Cases -- Professional Development Through the Use of Records Mathematical Knowledge of Teachers Panel -- Professional Development Small Group Discussion -- Appendix A: Workshop Agenda -- Appendix B: Participant List -- Appendix C: Steering Committee Biographical Information -- Appendix D: A Plan for the Lesson on Division by a Two-Digit Number -- Appendix E: A Demonstration Lesson: Function Thinking at Sixth Grade -- Appendix F: A Study Lesson: Large Numbers at Fourth Grade. Appendix G: Record of Instruction: Reasoning About Three Coins at Third Grade -- Appendix H: Transcript of Excerpts from Small Group Discussions -- Appendix I: A Written Case: Pattern Trains at Sixth Grade -- Appendix J: To Become a Mathematics Teacher -- Appendix K: Glossary -- Appendix L: Workshop Reading List -- Appendix M: References.

Sommario/riassunto

The Mathematical Sciences Education Board (MSEB) and the U.S. National Commission on Mathematics Instruction (USNCMI) took advantage of a unique opportunity to bring educators together. In August 2000, following the Ninth International Congress on Mathematics Education (ICME-9) in Makuhari, Japan, MSEB and USNCMI capitalized on the presence of mathematics educators in attendance from the United States and Japan by holding a two and a half-day workshop on the professional development of mathematics teachers. This workshop used the expertise of the participants from the two countries to develop a better, more flexible, and more useful understanding of the knowledge that is needed to teach well and how to help teachers to obtain this knowledge. A major focus of the workshop was to discuss teachers (TM) opportunities in both societies -- using teaching practice as a medium for professional development. Another focus of the workshop addressed practice by considering the records of teaching, including videos of classroom lessons and cases describing teachers and their work. These proceedings reflect the activities and discussion of the workshop using both print and video to enable others to share in their experience
