

Friday, March 2, 2018, 4:10 pm

COLLOQUIUM TALK

Speaker: **Gloriana Gonzalez Rivera (UIUC)**

Old Main 2231

## Hybridity in Mathematics Teacher Professional Development

### **Abstract:**

Promoting teacher learning is the goal of all professional development programs. In the U.S., implementations of the Japanese Lesson Study professional development model have required adaptations, at times with mixed results. In this talk, I will share an adaptation to the Lesson Study model that combined other professional strategies, specifically video clubs and animation discussions. In a study funded by the National Science Foundation, we found evidence that geometry teachers increased their attention to student thinking when engaged in a hybrid lesson study model. Additionally, the teachers were motivated to consider students' prior knowledge when revising and re-teaching a lesson after having reviewed videos from the lesson taught. The study shows a case of a viable adaptation to Lesson Study that promoted teacher learning. I will discuss implications for designing mathematics teacher professional development centered on students' mathematical thinking.

SNACKS IN FACULTY LOUNGE AT 3:30 PM.  
EVERYONE WELCOME (EVEN IF YOU ARE UNABLE TO ATTEND THE TALK)

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