

Mathematics Teacher Noticing: Adapting Practices in the Online Environment

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During the COVID-19 pandemic teachers and students spent a significant amount of time online in what came to be known as “emergency remote teaching” (Hodges et al., 2020). One of the aspects of online teaching and learning that was unknown was how teachers would adapt their regular classroom interactions with students—in this case primary school students—to an online environment. In a larger study investigating the cues that lead teachers to noticing moments of mathematical significance, interviews were conducted on two separate occasions with eight teacher participants. Interview 1 was conducted early Term 4 in 2020, when teachers were in the last weeks of remote learning before preparing for a return to the classroom. In this short communication, I will share a story of one teacher’s experience adapting the practice of noticing and interacting with a student in the online environment. This presentation will illustrate the qualitative data analysis used to identify what was noticed, what led to the moment, how the information was interpreted, and what actions were actions taken. Analyses to be used to contrast these actions with the face-to-face classroom environment will be discussed.

References

- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *EDUCAUSE Review*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>