

STUDENT TEACHERS' REFLECTIONS ON QUESTIONING,
LISTENING, AND RESPONDING

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How to teach (secondary) mathematics is a question of increasingly problematic nature. Appropriate methods courses and the student teaching phase of teacher education programs can provide prospective teachers with opportunities to face numerous challenges, such as becoming reflective practitioners and skillful questioners, listeners, and respondents to their students as well as diminishing their anxiety about mathematics teaching and improving their sense of self-efficacy in teaching mathematics. This study intends to analyze the extent of the impact of the methods courses at a large Midwestern university on student teachers': propensity for reflective thinking; questioning, listening, and responding skills; and perceived anxiety and self-efficacy towards teaching mathematics. Initial data suggested that, in general, the student teachers, whose conceptions about mathematics and its teaching and learning conform to the recommendations of the NCTM, hold a high sense of self-efficacy as well as a high anxiety level towards teaching mathematics. However, they have disparate opinions regarding the usefulness of their methods courses for their student teaching and their future life as teachers. Based on the analysis of the initial data, three student teachers will be selected to be observed in their classrooms and interviewed afterwards.

Selected bibliography:

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