

*Mathematics Teachers as Thinkers and Doers: Investigating the Development of Pedagogical Judgment*

Friday, January 26, 2018  
1pm-2pm\*

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**Room 2121, Benjamin Building**  
(Complimentary lunch will be provided *before* the talk from 12pm-1pm)

Abstract:

Current movements in teacher education emphasize teacher action, particularly of routine practices, as the best way to develop and assess teacher learning. I offer an alternative view that emphasizes teacher thinking — particularly in the form of pedagogical judgment. Sharing results from several studies of secondary mathematics teachers, I describe how I have examined pedagogical judgment. I illustrate how teachers' workplaces and educational policy contexts shift what "makes sense," arguing that well honed pedagogical judgment is critical to the success of responsive teaching. I then share work from a current research project, where we are trying to help experienced secondary mathematics teachers hone their pedagogical judgment through a video based intervention.

Bio:

Ilana Seidel Horn is Professor of Mathematics Education at Vanderbilt University, where she directs the Teacher Learning Laboratory. She uses interpretive methods to study secondary mathematics teachers' learning, seeking to improve education for students and supports for teachers, particularly in urban schools. Her current research project investigates mid-career mathematics teachers' learning in a rich professional development program.



**For more information about our colloquium series,  
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