

Wæge, K. & Svingen, O. E. L. (2023). Teachers' learning of ambitious mathematics teaching as changes in pedagogical discourse. *Nordic Studies in Mathematics Education*, 28 (1-2), 79–98.

Abstract

This study investigates changes in teachers' pedagogical discourse as they participate in a professional development project. Fourteen Norwegian elementary-school teachers collaborate in learning cycles where the overarching aim is to learn ambitious mathematics teaching. Data from interviews with two groups of teachers are analysed. The findings reveal significant changes in the teachers' pedagogical discourse: valuing new teaching practices, talking about more specific aspects of ambitious teaching and making references to student learning. The findings also reveal a shift in the teachers' pedagogical discourse around struggling students.

Kjersti Wæge

Dr. Kjersti Wæge is the director of the Norwegian Centre for Mathematics Education, which is hosted by the Norwegian University of Science and Technology. Her main research interests include the topics of student motivation, ambitious mathematics teaching and the relationship between theory and practice in teacher training and professional development.

Olaug Ellen Lona Svingen

Svingen is an assistant professor at the Norwegian Centre for Mathematics Education, Norwegian University of Science and Technology. Her main research interests include the topics of struggling students in mathematics, ambitious mathematics teaching and mathematics textbooks.