

The “More Knowledgeable Other”

(taken from *Envisioning the Role of the Math Teacher* by Charles Munter, Math Ed.
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Description: Describes the role of the teacher as proactively supporting students' learning through co-participation. Stresses the importance of designing learning environments that support problematizing mathematical ideas, giving students mathematical authority, holding students accountable to others and to shared disciplinary norms, and providing students with relevant resources (Engle & Conant, 2002).

Potential Ways of Characterizing the Teacher’s Role:

Influencing classroom discourse:

Suggests that the teacher should purposefully intervene in classroom discussions to elicit & scaffold students' ideas, create a shared context, and maintain continuity over time (Staples, 2007).

Attribution of mathematical authority:

Suggests that the teacher should support students in sharing of authority (Lampert, 1990), problematizing content (Hiebert et al., 1996), working toward a shared goal (Hiebert et al, 1997), and ensuring that the responsibility for determining the validity of ideas resides with the classroom community (Simon, 1994).

Conception of typical activity structure:

Promotes a launch-explore-summarize lesson structure (Lappan et al., 1998), in which a) the teacher poses a problem and ensures that all students understand the context and expectations (Jackson et al., in press), b) students develop strategies and solutions (typically in collaboration with each other), and c) through reflection and sharing, the teacher and students work together to explicate the mathematical concepts underlying the lesson's problem (Stigler & Hiebert, 1999).