

Effective Mathematics Teaching: What Does the Research Say?

Abstract: Research indicates that what counts as effective teaching depends on what we want students to learn. I will focus most of my comments on the research-based features of teaching linked with helping students understand the mathematics we want them to learn. What are these features? How often do we employ them when teaching? How can we become skilled in using them?

James Hiebert

Robert J. Barkley Professor of Education
University of Delaware

Biography: James Hiebert teaches in programs of teacher preparation, professional development and doctoral studies at University of Delaware. His professional interests focus on mathematics teaching and learning in classrooms. He has edited books on students' mathematics learning and co-authored the books *Making Sense: Teaching and Learning Mathematics with Understanding* and *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom*. He recently served on the National Research Council committee that produced *Adding It Up* and *Helping Children Learn Mathematics*, was director of the Mathematics portion of the TIMSS 1999 Video Study, and is a PI on the NSF-funded Mid-Atlantic Center for Teaching and Learning Mathematics. He received a B.A. and M.A. in mathematics, taught mathematics in high school, and earned a Ph.D. in mathematics education at the University of Wisconsin-Madison.

4:00- 5:30 PM

Tuesday, October 2, 2007

Flintridge Room, University Student Union

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