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The Interview Project: A Way of Bridging Theory and Practice in Early Childhood Mathematics Preservice Teacher Education

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Abstract

Twenty-nine early childhood preservice teachers (PSTs) participated in an Interview Project. The project's goals were for the PSTs to apply their knowledge of research on children's mathematics in their interactions with a child and to learn to listen to and learn from children. The purpose of the study was to evaluate the project and determine whether it met these goals. Pre and post data were collected, and I found that the PSTs showed a significant improvement in their ability to describe and analyze a child's mathematics and to use their listening to make appropriate instructional decisions. In addition, I found that the PSTs were rethinking their definitions of teaching and learning mathematics.

Keywords

Preservice Teachers, Mathematics, MATH 2008, Elementary, Children's Mathematics, Constructivism, Field Experience

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REVISIONS

The Interview Project

by: Doris Santarone

- Changed margins to 1.5”.
- Removed footnote.
- Unblinded it.
- Reorganized the headings in the literature review. This should provide some clarity about the frameworks used.
- Added Appendices. This should clarify a lot of things, including the instruments used for data collection and the procedure. The appendix includes a description and rubric of the Interview Project. It also includes a list of the frameworks that were presented to the PSTs. It includes the 5 tasks that were used to pre-assess the PSTs, as well as a rubric for how these tasks were assessed. It also includes the final interview questions. Lastly, it includes an outline for the Math 2008 course, which clearly states the dates that the pre-Interview Project data was collected, when the frameworks were presented to the PSTs, and when the post-Interview Project data was collected.