

The Towson University Mathematics Colloquium



presents

Dr. Amanda Jansen,
University of Delaware

Enacting Care for Mathematics Learners: Middle School Students' and Teachers' Perspectives

**Thursday, December 1
4:00 PM – 5:00 PM
7800 York Road, Room 320**

Caring teachers make a difference in students' learning of mathematics (Muller, 2001; Stipek, 2006). To uncover opportunities to enact care for middle school mathematics students, we examined alignment between 12 students' and two teachers' definitions of teachers' enactments of care along interpersonal, academic, and mathematical dimensions. We also assessed alignment between 12 teacher-student dyads' ratings of the strength of their relationships to explore whether students received care. Results suggested that some teacher-student dyads had aligned definitions of teachers' enactments of care and rated their relationships strongly, while other teacher-student dyads' definitions diverged and rated their relationships weakly. However, examining teacher-student dyads whose relationships did not fit these two expected patterns revealed the following: (1) teachers may enact care in ways that matter to students, even if they may not be aware that they are doing so; and (2) students may value some enactments of care more than others. Results will be discussed in terms of implications for developing stronger teacher-student relationships in middle school mathematics classrooms. (Note: This project was conducted in collaboration with Dr. Tonya Bartell, School of Education, the University of Delaware).

Refreshments will be served at 3:30 p.m.

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