

### Overview of Session 6

- Considering the importance of public recording space in mathematics teaching
- Analyzing the use of public recording space
- Discussing a process for planning for and learning from the use of public recording space

#### Using public recording space

- An idea imported from the practice of Japanese teachers
- "Bansho": the study of blackboard use
- "Public recording space": whiteboard, chalkboard, pre-made posters, chart paper during class
- Principles for use of the board and connecting this to students' opportunities to learn mathematics

# Why attend to public recording space in mathematics teaching?

Teachers can use public recording space in classrooms to:

- Make the use of representations more effective
- Capture ideas across a lesson to make it possible for students to remember and revisit what has been discussed
- Model mathematical practices and the use of language
- Connect ideas and summarize lessons
- Make records from a lesson for subsequent use in later work

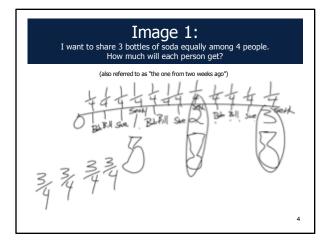
(ideas adapted from work of Makoto Yoshida)

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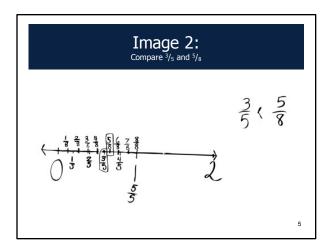
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### Analyzing images from teaching

Consider these questions as you examine images of public recording space in a classroom:

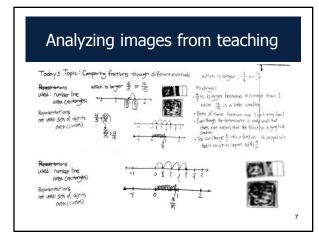
- What sorts of things are recorded?
- Who records? What proportions of the recording are done by the teacher and by students?
- What seems to be the mathematical focus of class work?
- What seems to be the purpose of the class work? Can you tell from the image? Why or why not?
- What else stands out to you when you examine the image(s)?

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## Planning for and learning from the use of public recording space Main parts of the process we will use: • Develop a plan for public recording space that is linked to steps of a lesson plan



# Planning for and learning from the use of public recording space

The rest of the process:

- Enact the plan by encouraging students to represent and connect representations, and using what is recorded on the board or on chart paper in summarizing the lesson
- Reflect on the use of public space: representation of content, alignment with purpose, engagement of students, organization, and clarity

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Summary	
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In this session, you:

- Considered the importance of attending to public recording space in mathematics teaching
- Analyzed records made in public recording spaces in order to begin to develop principles for the use of public recording space in your teaching
- Began to explore a process for learning from the use of public recording spaces 1. Develop a plan for public recording linked to your lesson plan

  - 2. Enact your plan and capture images of public space
  - 3. Reflect on your use of public recording space drawing upon records of practice

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