

TEXTBOOK USE AND CLASSROOM PRACTICES: A CLOSE LOOK AT ONE CLASSROOM

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In this poster, we report the findings of a study that has a goal of better understanding the relationship between a teacher's conceptions (e.g., beliefs about the textbook, knowledge of mathematics) and what she actually does with a textbook when she uses it in her classroom. Remillard (2005) argues that we need to understand how teachers interact with curriculum materials in deeper ways than we currently do. It is also important to gain a richer understanding of the relationships between a teacher's conceptions and recommendations made within curriculum materials on how to use the materials (Lloyd, 1999). Teachers interact with their curriculum materials in different ways (e.g., such as following the teacher guide or drawing ideas from the materials) and there are dynamics, such as beliefs about knowledge, that influence this interaction (Brown, 2004). We draw on ideas from sociolinguistics (e.g., systemic functional linguistics) and sociocultural theory (e.g., Brown, 2004) to highlight the ways in which the teacher refers to and uses her textbook, thus closely examining the role of this tool in her classroom practices.

As part of a larger project on middle grades mathematics classroom discourse, we observed one teacher during fall 2005 for two weeks in one of her 6th grade mathematics classes. The teacher has taught in a rural school for 20 years, of which she has been teaching the *Connected Mathematics Project* for the past five years. In addition to the observations, she also took part in three one-hour long interviews that focused on her textbook as well as how she uses it in her classroom. In the analysis, we identified instances in the classroom observations in which the textbook was either being referred to (e.g., "Let's go over the ACE questions" or "Have out problem 1.3 from Bits and Pieces") or explicitly being used (e.g., "Turn to page twelve" or "You should be on page 43. Read that first paragraph."). We describe the nature of these instances and account for the ways the teacher refers to and uses her textbook based on the information provided in her interviews.

The preliminary findings show that this teacher uses the textbook everyday and often refers to it explicitly. One of the factors that influence her use of the textbook is how comfortable she is with the content that she presents that day. When she feels comfortable with the mathematics, she tends not to rely on the textbook as much; if she is not confident about a mathematical topic, she will do exactly what the textbook recommends. Other things that influence how she uses the textbook are the feelings of parents and others in the community (e.g., Parents have complained that they don't know what their students should be doing in math, so she now gives very explicit instructions to the students on each problem). In this poster, we will give examples of the different ways she refers to and explicitly uses the textbook in her classroom. We connect these linguistic elements to the construction of the textbook as a tool in her classroom. We also report some of the reasons she provides for her textbook use and reference.

References

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