



Mathematics & Mathematics Education Seminar



15 SEPTEMBER 2026 (TUESDAY)
2.30 to 3.30 pm



MATH JOURNAL ROOM NIE7-03-16

Beyond Attention and Interpretation: Exploring Shaping in a Preservice Teacher's Teaching of Fractions During Practicum

Noticing is a culturally situated competence that is fundamental to teacher education. A recent conceptualization describes noticing as involving three interrelated dimensions: attending, interpreting, and shaping (interactions and contexts that provide access to additional information about students' mathematical thinking). However, shaping remains underexplored, particularly among preservice teachers during the practicum. In this talk, I present a case study examining these dimensions through written narratives produced by a preservice mathematics teacher while teaching fractions to students aged 13–14 during his practicum. The narratives followed writing guidelines and received feedback from his university supervisor. The findings show that the preservice teacher consistently attended to students' mathematical thinking and drew on mathematical and pedagogical knowledge, although with varying depth in his interpretations. They also reveal a diversification of his shaping practices: eliciting details remained recurrent, while leveraging participant structures and creating and using material and social resources expanded across the narratives. The study suggests that systematic narrative writing and ongoing feedback can provide opportunities to explore and foster these dimensions, contributing to emerging research on preservice teachers' noticing.

Speaker's Biography



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José Luis is a PhD candidate in Mathematics Education at the Pontifical Catholic University of Valparaiso (Chile). He holds a Master of Science in Mathematics Education from the Center for Research and Advanced Studies (Cinvestav, Mexico), and a Bachelor's degree in Mathematics Instruction from the National University (Costa Rica). He has several years of experience as a high school mathematics teacher and as an International Baccalaureate teacher. Since 2021, he has worked as a teacher educator for primary and secondary mathematics teachers at some of Costa Rica's most prestigious universities. His research interests focus on preservice mathematics teacher education, particularly on developing noticing during practicum experiences. He has presented his work at numerous international conferences, including ICME, PME, and CERME. He is currently undertaking a doctoral research stay at the National Institute of Education (Singapore).