Matematiklärares kompetensutveckling online
Policy, diskurs och meningsskapande

av

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Akademisk avhandling

Avhandling för filosofie doktorsexamen i pedagogik,
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Abstract


Different forms of professional development online are becoming increasingly common for teachers and the aim of the thesis is to contribute knowledge about online professional development for mathematics teachers and the relationship between professional development, educational policy, and mathematics teaching practice. In the thesis, professional development refers to organized professional development in terms of university courses.

The thesis consists of four studies, each of which has been presented in the form of an article. The four studies together explore transnational and national policy discourses, meaning-making activities that can be distinguished in online professional development, discourses pertaining to mathematics teaching in the classroom and in the subsequent seminar discussions in the course, and teachers’ experience of professional development online. The different arenas have been explored using the concept of discourse with reference to Fairclough, Gee, and Sfard. The term “discourse” refers primarily to communication and language in use.

The result of the studies indicates that the participants have not been offered enough opportunities to reflect on how or whether the use of several concepts and everyday life connections really deepened the students’ understanding of the mathematical content. Moreover, the analysis of the interviews with the participants shows that it was difficult for them to deepen their reflections in the synchronous communication online. There is a lack of reciprocal participation and reflection in the conversation and it is hard for the participants to get an idea of how the others respond to their messages. When a participant has completed his or her message the next speaker continues with a new message and as a result, the communication often takes a new direction instead of allowing in-depth reflection.

Keywords: mathematics teachers, mathematics education, professional development, communication online, education policy, discourse, meaning-making

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