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in this study, we focus on one aspect of mathematical thinking that has received less attention from research and practice: student generalizations and justifications (g&j). g&j is a powerful thinking strategy that helps students develop understanding of structured relationships and counter-examples (hermant, 2007 ; ohtsu, 2012 ; sanchez-mansilla & vallejo-isaurieta, 2018). the components of g&j (i.e., generalization and justification) can be distinguished at the level of strategies (hermeneutic approach) and at the level of thinking (theorematic approach). g&j in the traditional sense can be stated and explained through rules and examples (hermant, 2007 ; ohtsu, 2012). to date, research has focused on g&j in a rule or justificatory sense. however, g&j is also a means of understanding structure or content (hermant, 2007). stated differently, g&j is the core of mathematical thinking in the context of generalization and justification of mathematical rules, examples, and structures. in the current study, we position g&j within the context of generalization and justification, as opposed to simply relying on a notion of generalization or justification. our study explicitly focuses on patterns in mathematical generalizations and justifications by tracking practice of primary and secondary school mathematics teachers. to understand how teachers notice such patterns, we followed a detailed observing practice of middle and high school teachers of mathematics in one of the czech republic. our study design includes three independent data collections: (a) quantitative data collected through a course participant observation log; (b) qualitative data collected through open-ended questions; and (c) data from video-recordings of students (termed transcripts). the first group of quantitative data was used to build a coding framework for patterns in teachers and student thinking. the second group of qualitative data was used to derive and refine the framework. the third group of transcripts were analyzed to select data that illustrates the emerging patterns. the selection of transcripts included a diversity of lesson contexts and students' learning needs. this paper focuses on the students' mathematical generalizations and justifications and their connection to mathematical knowledge and reasoning.

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what about the relationship between students problem solving strategies and psts noticing skills? do different types of strategies lead to different toss? what is the nature of these toss? how do toss change as students learn mathematics?' part of this study also explored the impact of: students understanding of mathematics on their toss. what about students' past experiences (e.g., learning experiences) in mathematics? how do students' language and thinking skills impact toss? and how students' cultural background influence toss? a main task of the study was to develop middle grades teachers' strategies to better notice and communicate with psts in the context of middle grade classrooms. teachers were selected from a middle school from the southwestern united states. an important research question was: how can middle grades mathematics teachers best capture student thinking about solutions? psts were asked to compare the toss they observed with their students and then identify and explain typical student behaviors or responses. to contribute to this dearth of research, this study explored elementary, middle, and high school algebra teachers noticing of generalizations and justifications of students in the context of their mathematical activities, specifically focusing on how teachers planned and directed student activities, when they took students thinking into account, and how they evaluated students mathematical thinking. teacher observations were conducted at four geographically and numerically diverse schools. teachers were observed four times per site in the first part of the semester, during which they studied topics related to algebraic thinking and noticing skills. teachers were then observed once in the second part of the semester, after they were also involved in other professional development activities. teachers were observed one year after they finished their professional development to determine if their noticing skills improved or deteriorated. to prepare for their observations, teachers were asked to write reports of their observation experiences, and their retrospective accounts were carefully analyzed. the data gathered from the report writing and observations were then used to develop a context-bound interview protocol. this protocol was used to conduct structured interviews to gather information from teachers about how they experienced generalizing patterns, developing hypotheses about them, and justifying their patterns in the context of students work and their own mathematical analysis of students thinking. teachers were also asked to describe their re-visioning efforts of their own mathematical work (i.e., how they reflected on the validity of their mathematics as well as their mathematics and how to explain it to students) and how they engaged in these efforts.

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