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# Considering Pursuing a Ph.D. in Mathematics Education?



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## *Interested in Studying the Productive Use of Student Mathematical Thinking?*

The NSF-funded *Leveraging MOSTs: Developing a Theory of Productive Use of Student Mathematical Thinking* project is looking for three experienced secondary school teachers and/or professional development providers to work as research assistants while completing their Ph.D. at Western Michigan University.

MOSTs are **M**athematically Significant Pedagogical **O**penings to Build on **S**tudent **T**hinking. The Leveraging MOSTs project involves four interrelated phases: (1) *Student thinking*—testing and refining a preliminary MOST framework by expanding an existing data set to include more diverse populations; (2) *Teachers' interactions with student thinking*—assessing teachers' perceptions of using student thinking and how they make decisions about which thinking to pursue; (3) *Teachers' learning about student thinking*—using a series of teacher development experiments to improve teachers' abilities to productively use student thinking during instruction to develop mathematical concepts; and (4) *Shareable products*—creating products that are useful to others in forms that encourage feedback for further refinement. Our goal is to develop a Theory of Productive Use of Student Mathematical Thinking that can inform the practice of teachers, teacher educators, and researchers.

The MOST Project Team:

Laura Van Zoest, Western Michigan University

Shari Stockero, Michigan Technological University

Keith Leatham, Brigham Young University

Blake Peterson, Brigham Young University

Research assistants will be involved in all aspects of project work, including collecting, organizing and analyzing data, participating in project meetings, and writing and presenting results. The research assistantship includes tuition, fees and a stipend. In addition, research assistants may be able to conduct independent research within the scope of the research project.

The ideal candidates will have the following qualifications:

- experience teaching secondary school mathematics students
- experience providing professional development to secondary school teachers
- personal and/or professional experience in schools where the majority of students are minorities
- curiosity about, and deep interest in, making sense of students' mathematical thinking

For more information, please email Laura Van Zoest, [laura.vanzoest@wmich.edu](mailto:laura.vanzoest@wmich.edu), with the subject line MOST RA and a brief description of your experience and interest. For full consideration, applications to the Ph.D. program should be completed by **February 15, 2013**.