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Chris Rasmussen* (chrisraz@sciences.sdsu.edu), 5500 Campanile Drive, Dept of Mathematics and Statistics, San Diego, CA 92182-7720. *Classroom Norms and Habits of Mind*.

In this report I argue that individual dispositions (or habits of mind) and classroom social and sociomathematical norms evolve together as a dynamic system. In doing so, neither the social nor the psychological perspective is given primacy. Rather, each perspective provides a backdrop against which to consider the other. In particular, I discuss the Cobb and Yackel's (1996) interpretive framework, giving specific attention to student's dispositions and corresponding classroom norms using as an example a university level differential equations class to clarify and illustrate constructs within the framework. The example demonstrates both the normative aspects of the classroom and the corresponding student dispositions, demonstrating how the theoretical constructs of the interpretive framework can be used to explain change in a student's habits of mind. Pragmatically, I argue that one way to give explicit attention to student dispositions in the mathematics classroom is to be deliberate about initiating the negotiation of classroom norms. (Received September 16, 2008)