

**Mathematics Pedagogical Shifts through a Learning Study at an
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ABSTRACT This paper reports on pedagogical shifts in teaching statistics to pre-service student teachers when a staff member's lecture deliveries were evaluated by peers. The staff member was teaching some statistics topics to 85 second year specialist mathematics student teachers when the peer evaluations occurred. Pre-observation and post-observation conferences were held to help with quality lecture preparation and delivery. In the study, the staff member/researcher realised the need to abandon some apparently unproductive teaching habits. He re-learnt the importance of giving relevance of the learning material to students at the beginning of each lecture to motivate them. Also, he re-discovered the importance of giving students tasks to work out during each lecture to slow down the pace of the lecture and increase student participation. He learnt the importance of balancing MS Word, PPT and chalkboard technology to enhance explanations. The overall effect of reflecting on the peer evaluations and enacting suggested advice resulted in students enjoying the lectures. Despite this, the interventions to stop students' lateness to lectures failed. The study recommends more research on how Professional Teacher Learning Communities can help resolve this problem disruptive to lectures.