



MATHEMATICS TEACHERS' RE-SOURCING AND USE OF SOCIAL MEDIA: CAN THE 'PROSUMER' CONCEPT CONVEY WHAT'S GOING ON?

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The problem

Mathematics teachers use social media to re-source and learn professionally [1][2][3]. This means that mathematics teachers acts as both producers and consumers of curricular material [4]. We need to theoretically describe mathematics teachers' simultaneous processes of producing and consuming subject didactical knowledge on social media.

Knowledge gap

Analysing the affordances of this new environment is necessary to understand how the educational discourse on learning and teaching mathematics is simultaneously constructed and consumed in mathematics teachers' digitalized every-day practice [3][4][5]. This arena for teacher learning and collaboration is under-researched [6].

Question to discuss

Can 'prosumer', borrowed from business and sociology [7][8][9], conceptualise this new agency on the professional learning arena?

The prosumer concept

producer + consumer = prosumer
In business and sociology, the driving forces for investigating 'prosuming' is to understand peoples' behaviour and how value is created [8][9]. Prosumeristical behaviour can work as a tool for control, where creativity and knowledge development, and professional learning may not be supported [7].

Examples of data material:

- Platform and type of interactivity**
Facebook, Twitter, personal blogs/vlogs, wikis
- Shared content**
Curricular material, tutorials, experiences
- Modalities**
Text, pictures, video, audio, linked websites, hands-on material, emoticons.

Suggestion: using the prosumer concept

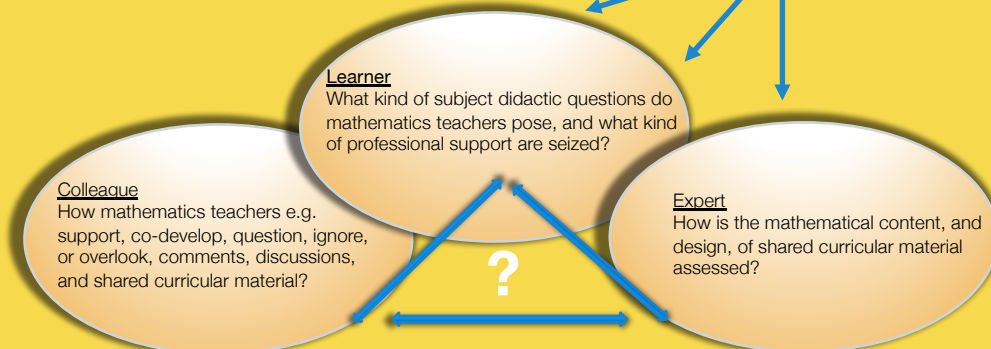
producer + consumer = prosumer

Prosuming could be a way to conceptualize how the content and quality of digital re-sourcing, and the evolvement of the professional learning community, are made in simultaneous processes of producing and consuming subject didactical knowledge on social media.

Why Prosumer?

The driving forces for investigating 'prosuming' in a mathematical didactical context is to better understand how 'subject didactical value' is created when teachers' digital behaviour involve them both as a learner, as a colleague, and as an expert. The prosumeristical behaviour can also be understood as aspects of teacher agency and control; that may or may not support professional growth.

Examples of possible questions and relations that is evoked



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