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Dr. Janice Fournillier

Editor

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Dear Dr. Janice Fournillier

# I am pleased to submit an original research study entitled *“*Enacting Number Talks in a Simulated Classroom Environment: What Do Preservice Teachers Notice About Students?”for consideration for publication in the *International Journal of Technology in Education.*

This article is grounded in the practice-based teacher education literature, mixed reality teacher education literature, and mathematical noticing literature to answer the research question: What do preservice teachers notice during human-in-the-loop simulated number talks that may support their developing teaching expertise? In this instrumental case study, I describe how preservice teachers shifted from a focus on understanding the routine components of leading a group discussion and considered how to position avatar-students as sense-makers as they elicited their participation during their first simulation to how the second number talk simulation built upon preservice teachers growing instructional skills. Implications of this study suggest that human-in-the-loop simulations, when embedded with in a cycle of enactment and reflection, supports preservice teachers in developing professional noticing skills.

This manuscript has not been published and is not under consideration for publication elsewhere.

Further, I have no conflicts of interest to disclose.

Thank you for your consideration!

Sincerely,

Dawn Woods, PhD