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Tsamir, Pessia; Tirosh, Dina; Levenson, Esther; Tabach, Michal; Barkai, Ruthi
Developing preschool teachers' knowledge of students' number conceptions.

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Summary: This article describes a study that investigates preschool teachers' knowledge of their young students' number conceptions and the teachers' related self-efficacy beliefs. It also presents and illustrates elements of a professional development program designed explicitly to promote this knowledge among preschool teachers. Results indicated that teachers' knowledge of students' number conceptions improved and that their related self-efficacy increased. Furthermore, prior to participating in the programs, a significant negative correlation between knowledge and self-efficacy was reported. However, no significant correlation was found after the program.

Classification: C39 C29 F21 C31

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