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An analysis of Turkish mathematics teachers' self-reported preparedness to teach algebra in TIMSS 2007.

Ubuz, Behiye (ed.) et al., CERME 8. Proceedings of the eighth congress of the European Society of Research in Mathematics Education, Antalya, Turkey, February 6–10, 2013. Ankara: Middle East Technical University (ISBN 978-975-429-315-9). 411-419 (2013).

Summary: The purpose of the study was to investigate Turkish mathematics teachers' self-reported preparedness to teach some particular topics in school algebra and determine possible differences among groups of teachers with different teaching experience. For this purpose, the data collected from 146 Turkish mathematics teachers in TIMSS 2007 were analyzed. First of all, teachers' self-reported preparedness in each topic was analyzed using descriptive methods. Then, one-way MANOVA was run. According to the descriptive results, although majority of the Turkish teachers reported that they were very well prepared to teach the stated algebra topics, they reported that they were less well prepared to teach algebra than their counterparts around the world. On the other hand, MANOVA analysis was nonsignificant.

Classification: H29 H39 D39

Keywords: teaching algebra; teachers self-reported preparedness; school algebra