Analyzing focused discussions based on MKT items to learn about teachers’ beliefs.

Summary: The mathematical knowledge for teaching (MKT) measures have become widely used among researchers both within and outside the U.S. The measures as well as the underlying framework have, however, also been subject to criticism. One aspect of the criticism relates to the MKT framework failing to include teachers’ beliefs. This paper has a methodological focus and discusses in which ways discussions based on MKT items can be used to tap into teachers’ beliefs about aspects of MKT. Two example studies will be used to indicate how analyses of teachers’ focused discussions can provide researchers with important information about teachers’ epistemic beliefs related to aspects of MKT.

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