

**ZMATH 2014e.00319**

**Cooper, Jason; Arcavi, Abraham**

**Mathematicians and elementary school mathematics teachers – meetings and bridges.**

Li, Yeping (ed.) et al., Proficiency and beliefs in learning and teaching mathematics. Learning from Alan Schoenfeld and Günter Törner. Rotterdam: Sense Publishers (ISBN 978-94-6209-298-3/hbk; 978-94-6209-297-6/pbk). Mathematics Teaching and Learning 1, 179-200 (2013).

From the text: This chapter is an attempt to contribute to understanding the possible roles that might be played by mathematicians in mathematics teacher education for elementary school teachers. It describes and analyzes a professional development program (PD). The program is run by mathematicians (a research mathematician and graduate doctoral students from an internationally renowned mathematics department) who teach in-service courses for elementary school teachers in Israel. These mathematicians work as a group, coordinating their lesson plans and collectively reflecting on them before and after implementation. The team works mostly on the basis of their mathematical insights with occasional consultations with mathematics education experts. The overarching goal of the course is to deepen and broaden teachers' understanding of central concepts in elementary mathematics.

*Classification:* D39 B50 D79 C29

*Keywords:* teacher education; teacher educators; role of mathematicians in teacher education; mathematical content; pedagogical content; difficulties; misconceptions knowledge; beliefs