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Prospective teacher’s statistical knowledge for teaching when analysing classroom episodes.

Lindmeier, Anke M. (ed.) et al., Proceedings of the 37th conference of the International Group for the Psychology of Mathematics Education “Mathematics learning across the life span”, PME 37, Kiel, Germany, July 28–August 2, 2013. Vol. 3. Kiel: IPN–Leibniz Institute for Science and Mathematics Education at the University of Kiel (ISBN 978-3-89088-289-5). 41-48 (2013).

Summary: We aim to investigate the statistical knowledge for teaching through investigations of prospective teachers. This knowledge is analysed from their written essays, based on the analysis of classroom episodes and using a framework that links two domains: the statistical knowledge for teaching and the statistical thinking. The study shows the potential of both the conceptual model adopted and the classroom case discussions to provide useful information about prospective teachers’ knowledge concerning the teaching of statistical investigations and the development of students’ statistical thinking. In particular, it allows us to identify some components as needing further attention in teacher education.

Classification: C39 K49

Keywords: teachers’ knowledge; preservice teachers; statistical knowledge for teaching; statistical thinking