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**Teacher professional development on mathematical modelling: initial perspectives from Singapore.**

Stillman, Gloria Ann (ed.) et al., Teaching mathematical modelling. Connecting to research and practice. Dordrecht: Springer (ISBN 978-94-007-6539-9/hbk; 978-94-007-6540-5/ebook). International Perspectives on the Teaching and Learning of Mathematical Modelling, 437-442 (2013).

Summary: In this chapter, I will provide commentary on the symposium dedicated to teacher professional development on mathematical modelling in Singapore which was based on papers by [*C. M. E. Chan*, *ibid.*, 405–413 (2013; ME 2014b.00844); *N. H. Lee*, *ibid.*, 415–425 (2013; ME 2014b.00825); *K. E. D. Ng*, *ibid.*, 427–436 (2013; ME 2014b.00826)]. Across these three themes emerge – the importance for teachers to understand the nature of mathematical modelling; the need to acknowledge the interconnection between teaching, learning and assessment; and the influence of teacher dispositions toward designing modelling tasks. I conclude this commentary by offering observations on the research designs employed in these studies.

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