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**Pre-service teachers' views on using multiple representations in mathematics classrooms – an inter-cultural study.**

Tso, Tai-Yih (ed.), Proceedings of the 36th conference of the International Group for the Psychology of Mathematics Education “Opportunities to learn in mathematics education”, PME 36, Taipei, Taiwan, July 18–22, 2012, Vol. 2. Taipei: National Taiwan Normal University. 211-218 (2012).

Summary: Dealing with representations and changing between them plays a key role for both mathematics as a discipline and for building up mathematical knowledge in the classroom. Hence, professional knowledge and views of teachers related to using multiple representations can be considered as a prerequisite for creating conceptually rich learning opportunities. However, specific empirical research is scarce – in particular there is a lack of studies taking into account that culture might influence such views. Consequently, this study focuses on views about using multiple representations held by more than 100 British and more than 200 German pre-service teachers. The results indicate that culture might influence the views of the pre-service teachers, but also that there are common needs for further professional development.

*Classification:* C29 D40

*Keywords:* professional knowledge; views of teachers; multiple representations; pre-service teachers; professional development