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**Handal, Boris; Campbell, Chris; Cavanagh, Michael; Petocz, Peter**

**Characterising the perceived value of mathematics educational apps in preservice teachers.**

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Summary: This study validated the semantic items of three related scales aimed at characterising the perceived worth of mathematics-education-related mobile applications (apps). The technological pedagogical content knowledge (TPACK) model was used as the conceptual framework for the analysis. Three hundred and seventy-three preservice students studying primary school education from two public and one private Australian universities participated in the study. The respondents examined three different apps using a purposively designed instrument in regard to either their explorative, productive or instructive instructional role. While construct validity could not be established due to a broad range of variability in responses implying a high degree of subjectivity in respondents' judgments, the qualitative analysis was effective in establishing content validity.

*Classification:* U70 C29

*Keywords:* mobile apps; pedagogy; technology; technological pedagogical content knowledge

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