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On learning geometry for teaching.

Math. Teach. (Derby), No. 229, 13-16 (2012).

Summary: The title is that of a course with the same name, designed for teachers of mathematics. The rationale for a course specifically on geometry was that “many of those currently teaching mathematics in school had little geometrical education”. Teachers on the course experience geometry through problem solving, and learning to pose geometrical problems. The exemplars used enable the reader to gain a sense of the dynamic of the course and the experiences it seeks to offer teachers in the role of learners. Participants are encouraged to develop a holistic approach that includes being analytic as well as visual and employing non-routine ways of thinking. This article has the potential to change perceptions of what it means to “teach” geometry. (ERIC)

Classification: G49 B50

Keywords: geometry; holistic approach; teacher education; teaching methods; cognitive processes; problem solving

<http://www.atm.org.uk/journal/archive/mt229.html>