Multimedia design as a tool to shift elementary school teacher trainees’ view of teaching and learning mathematics and to promote their ICT skills.

Summary: The article summarizes the outcomes of a sub-study of our long-term studies that focused on elementary school teacher trainees' professional development during the Didactics of Mathematics course. Its results suggest that a multimedia design linked to an appropriate pedagogical theory yields a significant increase of their orientation towards the following variables: the constructivist paradigm of learning, dynamic and advanced ICT skills, programming and teaching of programming. This development was accompanied by a significant decrease of the acceptance of behaviourism in their views of teaching.

Classification: U75 D49 D39

Keywords: professional development; ICT skills; multimedia design