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Assessing elemental validity: the transfer and use of mathematical knowledge for teaching measures in Ghana.

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Summary: This paper reports on a validation study that investigates the utility of US-developed mathematical knowledge for teaching measures in Ghana. Using three teachers as cases this study examines the relationship between teachers' mathematical knowledge for teaching responses and their reasoning about their responses. Preliminary findings indicate that although the measures could be used in Ghana with adaptation to determine teachers with high mathematical knowledge, the validity of the findings are influenced by other issues such as the cultural incongruence of the item contexts.

Classification: B50 D69 C69

Keywords: teacher education; mathematical knowledge for teaching; mathematics teaching and learning; culture; Ghana

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