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Pedagogical content beliefs: global, content domain-related and situation-specific components.

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Summary: Although teachers' professional knowledge and instructional beliefs are known to have a variety of subcomponents, research on the structure and interrelations of these subcomponents is relatively scarce. This article presents some findings of a preliminary, quantitative empirical study examining the relationships between mathematics teachers' views concerning specific classroom situations, their content domain-specific pedagogical content beliefs and their more global instruction-related beliefs. The findings suggest that global beliefs-in terms of cognitive constructivist or direct transmission views of teaching and learning, on the one hand, and beliefs about the stability of individual mathematical abilities, on the other-can impact teachers' content domain-specific beliefs and their views related to videotaped classroom situations from introductory lessons on geometrical proof.

Classification: B50 C29

Keywords: pedagogical content knowledge; professional knowledge; situation-specific views; video-based rating of instructional quality; argumentation; proof

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