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**What counts in mathematics education?**

Schuck, Sandy (ed.) et al., What counts in teaching mathematics. Adding value to self and content. Berlin: Springer (ISBN 978-94-007-0460-2/hbk; 978-94-007-0461-9/ebook). Self-Study of Teaching and Teacher Education Practices 11, 1-9 (2011).

Summary: The chapter argues for the value of self-study of teaching and teacher education practices that is focused on a particular disciplinary domain. In this case the domain is mathematics education. We argue that teaching and learning mathematics has unique characteristics, challenges and joys. Self-study of teaching maths helps to identify, articulate and reframe those characteristics and the assumptions underlying them. We discuss the increasing emphasis in maths education on communication, problem solving, reflection and making connections with other concepts and areas, and consider the views and status of maths education existing in different countries. The study of maths suffers from low uptake at the higher levels and static teaching in secondary schools. At the same time primary school teachers often feel anxious about their competence in maths and this anxiety transfers to their students. For this reason, it is essential to disrupt practices and initiate new ones in teacher education programs. Self-study of teaching and teacher education supports this process.

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