

**ZMATH 2012b.00157**

**Godino, Juan D.; Ortiz, Juan J.; Roa, Rafael; Wilhelmi, Miguel R.**

**Models for statistical pedagogical knowledge.**

Batanero, Carmen (ed.) et al., Teaching statistics in school mathematics – challenges for teaching and teacher education. A joint ICMI/IASE Study: The 18th ICMI Study. Berlin: Springer (ISBN 978-94-007-1130-3/hbk; 978-94-007-1131-0/ebook). New ICMI Study Series 14, 271-282 (2011).

Summary: The education of statistics teachers should be based on adequate models for pedagogical knowledge that guide the teachers' educators in implementing and assessing the training of teachers. In this chapter, some models that are relevant for mathematics and statistics are analysed, and a new framework that complements the previously described models is proposed. The different facets and levels that should be taken into account when educating mathematics and statistics teachers are highlighted. Some implications for the training of teachers are presented and a formative cycle directed to increase the teachers' statistical and pedagogical knowledge simultaneously is briefly described.

*Classification:* B50

*Keywords:* statistics; teacher education; subject content knowledge; pedagogical content knowledge

doi:10.1007/978-94-007-1131-0\_27