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Mathematics teacher education – a Scandinavian perspective.

Anthony, Glenda (ed.) et al., Teachers of mathematics: recruitment and retention, professional development and identity. Papers based on the presentations at the 10th international congress on mathematical education (ICME 10), Copenhagen, Denmark, July 4–11, 2004. Linköping: Svensk Förening för MatematikDidaktisk Forskning (ISBN 978-91-973934-7-8/pbk). Skrifter från Svensk Förening för MatematikDidaktisk Forskning (SMDF) 8, 93-100 (2010).

Summary: In many countries mathematical teacher education has been a subject of societal debate and criticism. In this chapter I present the problematique of teacher education in mathematics in the Scandinavian countries and discuss issues and concerns related to it, trying to understand why there is a problem. A longitudinal study of teacher education in mathematics in Sweden is used as an illustrating example and recent evaluations of teacher education in Denmark, Norway and Sweden serve as sources for finding criticism and problems. A model for teacher education seen as the development of a professional identity is presented and discussed. This leads to the suggestion of solving the problems with teacher education by experiencing it as a life long learning and the development of a professional identity.

Classification: B50

Keywords: teacher education; evaluation of teacher education