

ZMATH 2015a.00383

Bergsten, Christer; Grevholm, Barbro

Form or content of mathematics teacher education – what matters most?

Winsløw, Carl (ed.), Nordic research in mathematics education. Proceedings from NORMA08 in Copenhagen, Denmark, April 21–25, 2008. Rotterdam: Sense Publishers (ISBN 978-90-8790-781-5/pbk; 978-90-8790-782-2/hbk; 978-90-8790-783-9/ebook). 205-209 (2009).

From the text: Mathematics teaching in school aims to develop students' mathematical knowledge. Descriptions of such knowledge have emerged from educational research, forming important bases for the identification of appropriate knowledge in order to be able to teach mathematics successfully, setting up goals for mathematics teacher education. However, teacher education, as well as education in school, constantly strives for finding viable approaches to teaching to develop the identified target knowledge in students. A problem often mentioned in the case of mathematics teacher education is related to tradition and experience – student teachers tend to teach as they were taught, as if the education provided during teacher preparation at the academy had no or only little effect. This phenomenon sets the notions of identity and change in focus, as the knowledge to be developed for a future teacher is knowledge to act in a practice within groups of other individuals forming a community. One has to work as a person interacting with other persons, where professional identity as a teacher by necessity comes into play. To develop/change such identity may take more than a mere study of new content in ways one has been used to study in previous schooling. For this aim, is the form of study even more critical than the content covered?

Classification: D39 B50

Keywords: teacher education; students' mathematical knowledge