Ng, Dicky

Investigating elementary teachers’ mathematical knowledge for teaching geometry: the case of classification of quadrilaterals.


Summary: This paper examines the mathematical knowledge for teaching (MKT) in Indonesia, specifically in school geometry content. A translated and adapted version of the MKT measures developed by the learning mathematics for teaching (LMT) project was administered to 210 Indonesian primary and junior high teachers. Psychometric analyses revealed that items related to classification of quadrilaterals were difficult for these teachers. Further interactions with teachers in a professional development setting confirmed that teachers held a set of exclusive definitions of quadrilaterals.

Classification: B50 D69 G19

Keywords: teacher education; geometry; subject content knowledge