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The balance of teacher knowledge: Mathematics and pedagogy.

Even, Ruhama (ed.) et al., The professional education and development of teachers of mathematics. The 15th ICMI Study. New York, NY: Springer (ISBN 978-0-387-09600-1/hbk; 978-0-387-09601-8/ebook). New ICMI Study Series 11, 211-225 (2009).

Summary: In this chapter we describe aspects of the research on the relationship between teachers' content knowledge and pedagogical practices from various perspectives to address the question, "Is there evidence for a systematic interdependent relationship of content and pedagogy?" Such evidence comes from different sources. One can measure both knowledge facets by the means of questionnaires, by directly observing the teaching practice, and by case studies of selected teachers. Learning about both knowledge facets can occur within the teaching practice as such but also from prospective and practicing teacher education. Moreover, teachers learn from practice – from within the teacher's own practice and from the practice of others as well as from student oral discourse and written productions in their classes.

Classification: B50 A60

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