

ZMATH 2010b.00086

Wang, Hui-Ling; Liu, Xiao-Mei

Investigation and analysis about knowledge structure of mathematics teachers in middle schools.

J. Math. Educ. (Tianjin) 17, No. 6, 52-55 (2008).

Summary: The teachers' structure of knowledge affects not only their teaching but also their students' learning. It can be divided into three branches: body knowledge, condition knowledge and practicality knowledge. The situation of the mathematics teachers' structure of knowledge in current junior middle schools is: Teachers have certain gaps between body knowledge, condition knowledge and practicality knowledge, the knowledge of teachers assorted in ages is unbalanced; Teachers are lacking in the theory of teaching and education; The current teacher education can not satisfy the demand for teacher development; The teachers' abilities gained from education studies are relatively poor and are not very well reflected in teaching. Therefore, teachers should be supported: Continuing education should be improved; The teachers' knowledge structure should be optimized by homemade textbooks.

Classification: B50 C49

Keywords: teacher education; subject content knowledge; pedagogical content knowledge; teacher knowledge; research; teacher characteristics