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Abstract algebra to secondary school algebra: building bridges.

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Summary: The authors have experience with secondary mathematics teacher candidates struggling to make connections between the theoretical abstract algebra course they take as college students and the algebra they will be teaching in secondary schools. As a mathematician and a mathematics educator, the authors collaborated to create and implement a three-semester project to help secondary mathematics teacher candidates inform their teaching using abstract algebra.

Classification: H19

Keywords: preservice teacher education; secondary mathematics teacher candidates; collaboration; project method; subject content knowledge; college abstract algebra; school mathematics; simultaneous linear equations; algebraic structures; lesson planning; common core state standards for mathematics

<http://journals.tc-library.org/index.php/matheducation/article/view/1138/703>