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Lamb, Janeen; Cooper, Tom; Warren, Elizabeth

Combining teaching experiments and professional learning: Conflicts between research and teacher outcomes.

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Summary: This paper examines the conflict in interest between teaching experiments and professional learning when they are combined in a research project. The study reported in this paper is the fourth year of a five year longitudinal study on the introduction of early algebraic concepts. The ten teacher participants are from five state primary schools in middle class areas in Brisbane, Queensland. The findings from this investigation suggest that potentially many conflicts exist between the interest of a teaching experiment and that of professional learning. Some of these conflicts can be overcome, others can be minimised by restructuring, but some are fundamentally inherent when the methodologies are combined. (Contains 1 figure, 1 table and 4 footnotes.) (ERIC)

Classification: B50 D40

Keywords: elementary algebra; teaching skills; educational research; conflict of interest; longitudinal studies; mathematics instruction; mathematical concepts; foreign countries; elementary school teachers; pedagogical content knowledge; time factors; faculty development

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