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Developing pre-service teachers' noticing of students' understanding of the derivative concept.

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Summary: This research study examines the development of the ability of pre-service teachers to notice signs of students' understanding of the derivative concept. It analyses preservice teachers' interpretations of written solutions to problems involving the derivative concept before and after participating in a teacher training module. The results indicate that the development of this skill is linked to pre-service teachers' progressive understanding of the mathematical elements that students use to solve problems. We have used these results to make some suggestions for teacher training programmes.

Classification: I44 D39 C49

Keywords: knowledge for mathematics teaching; professional noticing; teacher learning; understanding of derivative

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