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Assessing professional growth of pre-service teachers using comparison between theoretical and practical image of the 'good teacher'.

Chick, H. L. (ed.) et al., Proceedings of the 29th annual conference of the International Group for the Psychology of Mathematics Education, PME 29, Melbourne, Australia, July 10–15, 2005. Vol 1-4. Melbourne: University of Melbourne, Dep. of Science and Mathematics Education. Part III, 233-240 (2005).

Summary: The aim of the study was to assess the professional growth of third year pre-service mathematics teachers (PST) during and after the implementation of a computerized project-based-learning (CPBL) approach into a didactical course. For this purpose we implemented an integrated tool - class discussion and portfolio. From the portfolios we could learn about the theoretical image of the 'good teacher' as perceived by the PST and from the students' presentations which were followed by class discussion, we learned about the practical image of the 'good teacher'. In order to learn about the impact of the CPBL on the PST's professional growth, we compared the resulting two images and received unexpected results.

Classification: B50 D49 C79 A69

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