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Professional qualification of teacher tandems conceptually combined with lesson development.

Maaß, Katja (ed.) et al., Educating the educators: international approaches to scaling-up professional development in mathematics and science education. Proceedings of the conference hosted jointly by project mascil (mathematics and science for life) and the German Centre for Mathematics Education (DZLM), Essen, Germany, December 15–16, 2014. Münster: WTM-Verlag (ISBN 978-3-942197-77-9/pbk; 978-3-942197-85-4/ebook). Conference Proceedings in Mathematics Education 2, 267-272 (2015).

From the text: Teacher trainers, who educate teachers and accompany and support processes to enhance lesson quality and curricular development, need conceptually appropriate qualification modules. These modules have to address mathematical content knowledge and pedagogical knowledge. Additionally they have to bear in mind the continuous enhancement of lesson and curricular quality.

Classification: D49 D39 B50

Keywords: lesson development; teacher tandems; mathematical content knowledge