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Assessment as a strategic tool for enhancing learning in teacher education: a case study.

Johnsen Høines, Marit (ed.) et al., Proceedings of the 28th international conference of the International Group for the Psychology of Mathematics Education, PME 28, Bergen, Norway, July 14–18, 2004. Bergen: Bergen University College. Part II, 279-286 (2004).

Summary: This small exploratory case study describes an attempt to integrate the academic and practical aspects of a teacher education course in order to promote deep understanding of children's ways of understanding mathematics. The assessment regime of the course was used as a strategic tool for engaging students, and the assessment tasks themselves were used as the means of generating genuine integration, or case knowledge, of the content of the course. The results indicate that the approach was effective in achieving the aims of the course, and student reaction to the approach was extremely positive.

Classification: B52 F32 A69

Keywords: understanding of the number concept; discourse analysis; teacher student relationship; problem solving; teaching methods; abstract reasoning; primary teacher education

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