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Stump, Sheryl; Bishop, Joyce; Britton, Barbara

Building a vision of algebra for preservice teachers.

Teach. Child. Math. 10, No. 3, 180-186 (2003).

Summary: Three conceptual approaches to algebra and some corresponding activities that have been used in an algebra course for preservice elementary and middle school teachers at three different universities.

Classification: H19 I29 B52 B53

Keywords: preservice teacher education; elementary algebra; approach; functions; algebraic concepts; conceptual understanding; primary education; lower secondary; investigating patterns; variables; functional relationships; modes of representation; algebraic structure; generalization; problem solving
<http://www.jstor.org/stable/41198114>