

ZMATH 2012d.00120

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Perceptions of professional growth: A mathematics teacher educator in transition.

Sch. Sci. Math. 103, No. 3, 155-167 (2003).

Summary: To meet the need for reform in mathematics teacher preparation courses, two cycles of changes made in an elementary mathematics methods course are presented. Using action research, teaching approaches were developed, implemented, and evaluated as a meaningful way to continue my professional development. Results suggested that I improved my teaching practices and focused more on teaching tasks that engaged my students to "think like teachers." Three critical components of teacher preparation courses are identified that are important for teacher educators to acknowledge when implementing change: (a) using reflective verbal and written communication, (b) establishing a collaborative mathematical community, and (c) focusing on a narrower selection of mathematical content. (ERIC)

Classification: B50

Keywords: preservice teacher education; methods courses; teacher education curriculum; action research; educational change; teacher educators; teaching methods; reflective teaching; professional development; cooperation; course content

doi:10.1111/j.1949-8594.2003.tb18232.x