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PCK and the awareness of affective aspects reflected in teachers' views about learning opportunities – a conflict?

Pepin, Birgit (ed.) et al., From beliefs to dynamic affect systems in mathematics education. Exploring a mosaic of relationships and interactions. Cham: Springer (ISBN 978-3-319-06807-7/hbk; 978-3-319-06808-4/ebook). Advances in Mathematics Education, 295-318 (2015).

Summary: When teachers design learning opportunities, reflect on instructional situations or when they act and react in the classroom, they are likely to draw on their professional knowledge, including their epistemological beliefs and instruction-related views. Among these are also views related to motivational and affective aspects of learning and instruction. However, the awareness of affective and motivational aspects should be equilibrated with other PCK components. Consequently this chapter aims to explore how the awareness of affective aspects is related to other PCK, and in particular, what emphasis teachers give to aspects of motivation and affect as criteria for evaluating learning and instruction in relation to other relevant aspects for instructional quality and how important they see affective characteristics of representations in tasks. We report results from three empirical studies and discuss their qualitative and quantitative methodologies.

Classification: C29 D39

Keywords: pedagogical content knowledge; instruction-related views; awareness of affective aspects; in-service teachers; pre-service teachers

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