

**ZMATH 2015b.00196**

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**Content knowledge and pedagogical content knowledge in Taiwanese and German mathematics teachers.**

Teach. Teach. Educ. 46, 115-126 (2015).

Summary: In comparing content knowledge (CK) and pedagogical content knowledge (PCK) of Taiwanese and German inservice mathematics teachers, the present study examines whether the two-dimensional structure of teachers' subject matter knowledge is cross-culturally invariant and whether differences in teacher education and in teacher selection are reflected in teachers' subject matter knowledge. The results confirm that CK and PCK represent two distinct, but correlated dimensions, even in teachers from completely different backgrounds. Taiwanese inservice teachers showed considerably higher CK and also higher PCK scores than German teachers. Teacher education and teacher selection should be considered important levers for reform in mathematics education.

*Classification:* C39 C69 D39 B50

*Keywords:* teacher education; teacher selection; content knowledge; pedagogical content knowledge; measurement invariance; international comparison

doi:10.1016/j.tate.2014.11.004