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Information technologies and the development of professional knowledge and identity in teacher education.

Novotná, Jarmila, CERME 2: European Research in Mathematics Education II. Pt. 1 and 2. ,. 310-321 (2002).

This paper addresses the preparation in ICT of preservice mathematics teachers. We describe the aims, assumptions, and work carried out in a course offered at the University of Lisbon and briefly discuss processes involved in the development of professional knowledge and the formation of professional identities. Using a qualitative methodology, based on the administration of free-response questionnaires to the student teachers enrolled in the course in 1999-2000, we analyze their general perspectives about ICT, the implications of the use of ICT in their view of teaching methodologies, and their development of a professional identity. This work provides suggestions for teacher education practice and for further research. (Authors' abstract)

Classification: Q19