

ZMATH 2004a.00561

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Developing preservice teachers' pedagogical content knowledge of slope.

J. Math. Behav. 20, No. 2, 207-227 (2001).

Three preservice teachers participated in a secondary mathematics methods course and then taught a basic algebra course. The study examined the development of their knowledge of students' difficulties with slope and their knowledge of representations for teaching slope. Data sources included written assignments, interview transcripts, and transcripts of the basic algebra lessons. The preservice teachers focused on conceptual and procedural aspects of students' knowledge and developed a variety of representations for teaching slope. However, they inconsistently developed the concept of slope in realworld situations. The development of pedagogical content knowledge of slope may require the use of nontraditional curriculum materials. (orig.)

Classification: G79

Keywords: slope

doi:10.1016/S0732-3123(01)00071-2