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Teacher goals and dilemmas in the use of mathematical representations.

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Summary: The purpose of this article is to describe the reported goals of teachers participating in professional development related to their efforts to consider multiple representations in their teaching. Through analysis of monthly written reflections and group discussion, we describe 3 teacher dilemmas that emerged related to their efforts to consider multiple representations in their teaching: (a) equitable practices when particular representations result in differential success, (b) a teacher's need to balance exposure and choice, and (c) a potential dilemma related to conflicts between competing goals. We provide suggestions of how mathematics educators might use these findings to support future professional development efforts.

Classification: C39 C29 D40

Keywords: pedagogical content knowledge; professional development; representation; specialized content knowledge; teacher development; teacher dilemmas; teacher goals