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**Learning to teach mathematics differently: reflection matters.**

van den Heuvel-Panhuizen, Marja, Proceedings of the 25th conference of the International Group for the Psychology of Mathematics Education. Vol. 4. , (ISBN 90-74684-16-5). 431-438 (2001).

The nature of mathematics teaching, influenced by constructivist and social theories, is better understood as the result of investigations of accomplished teachers, but questions still remain as to how teachers' learn this complex form of teaching. This research reports an investigation of the interplay between beginning elementary teachers' reflective thinking and changes made in their mathematics teaching. The findings reveal teachers who change in teaching progressively increase in depth of reflection on their teaching and in appropriately interpreting their students' intentions and mathematical thinking. Reflections of teachers with little change in mathematics teaching consist of descriptions, evaluations, and rationalizations of events; moreover, they are unable to view circumstances from the students' perspective. (orig.)

*Classification:* C39