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Sherin, Miriam Gamoran; Sherin, Bruce L.; Madanes, Rodrigo

Exploring diverse accounts of teacher knowledge.

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Summary: This article explores the nature of teacher knowledge as it is portrayed by Schoenfeld's model of teaching. We attempt to situate Schoenfeld's work in the field of teacher knowledge and to elucidate the contribution that he makes to the growing body of research in this area. Towards this end, we explore two related issues. First, we distinguish between claims about the form of teacher knowledge and claims about the content of teacher knowledge. Second, we propose two families of theories of teacher knowledge, where each family shares common phenomena, methods, and theoretical forms. We argue that these two families capture much of the diversity that exists in the literature on teacher knowledge today. Our goal is to begin to develop a theoretical approach that will not only allow us to situate Schoenfeld's research, but that will also help us to compare existing theories with each other.

Classification: C39 C49

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