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Teachers knowledge of geometry teaching – two years on after an inset course.

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Summary: This paper reports on research done on teachers pedagogical content knowledge (PCK) in geometry, two years after they have completed an INSET-course offered by the Primary Mathematics Project, at the University of the Western Cape. The aim of the study was to explore (a) teachers knowledge of geometry as a source of PCK; (b) teachers knowledge of pupil learning as a source of PCK; (c) a possible characterization of teacher orientations with respect to PCK. This study is interpreted within the context of the teacher's classroom actions.

Classification: G19 C39 D39

Keywords: geometry; teacher knowledge

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