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In this paper I focus on prospective teachers' subject matter knowledge as a source of pedagogical content knowledge. I illustrate how subject matter knowledge affects prospective teachers' pedagogical decisions in the context of variables. INTRODUCTION The concept of variable is one of the most fundamental concepts in mathematics from

PROSPECTIVE TEACHERS' SUBJECT MATTER AND PEDAGOGICAL ...

To analyze the subject matter knowledge of similarity that prospective teachers rely on when planning a lesson to introduce the topic of similarity, the transcripts of the interviews, the group presentation, and the written artifacts from the final individual lessons were coded using Even抯 (1990) seven aspects of subject matter knowledge and Shulman抯 (1986) three forms of teacher ...

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Prospective Teachers' Subject Matter Knowledge of Similarity

The adequacy of prospective teachers' instructional explanations, and the depth of their subject-matter understanding, is analyzed using a modification of Perkins and Simmons' levels of subject-matter understanding framework. The study concludes with observations about the interface between student achievement and prospective teachers' subject-matter and pedagogical content knowledge.

A cognitive strategy for developing pedagogical content ...

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on elementary prospective and inservice teachers' subject matter knowledge rather than the knowledge of middle grades and high school prospective and inservice teachers. Therefore, the focus of the research is in reaction to researchers' statements about research and teachers' subject matter knowledge (e.g. Ball et al., 2001, Borko & Putnam,

ABSTRACT DAVIS, CLARENCE EDWARD "C.E." Prospective ...

Mairéad Hourigan, John O' Donoghue, Addressing prospective elementary teachers' mathematics subject matter knowledge through action research, International Journal of Mathematical Education in Science and Technology, 10.1080/0020739X.2014.936977, 46, 1, (56-75), (2014).

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Prospective Teachers Subject Matter And Pedagogical

Subject Matter Program standards address the California requirement for teachers to demonstrate competency in the subject matter they will be authorized to teach. These programs of higher education may be associated with degrees or majors in the subjects; however, the Commission does not govern degree programs and these programs do not lead to a credential or certificate on their own.

Subject Matter Programs - California Commission on Teacher ...

improving the subject matter knowledge of prospective teachers toward a kind of teacher knowledge or expertise that extends beyond the level of general mastery required for degree status. This knowledge includes an ability to transform disciplinary knowledge so that novice learners can participate in discipline-specific ways of

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Good Readers, Good Teachers? Subject Matter Expertise as a ...

quality of subject matter preparation of teachers and therefore the quality of teaching and learning. Still, analyzing what teachers' subject matter knowledge means in general in mathematics, does not inform us of what subject matter knowledge teachers need to have in order to teach a specific piece of mathematics.

Subject Matter Knowledge for Teaching and the Case of ...

the assumption that prospective teachers will acquire subject matter knowledge in courses taken in the arts and sciences, but that they will acquire knowledge of pedagogy in separate classes taken in education schools. Similarly, separate licensing examinations have been

Measuring Teachers Pedagogical Content Knowledge in Surveys

The current study examined two prospective secondary mathematics teachers' subject matter knowledge and pedagogical content knowledge of the concept of functions as they completed a function questionnaire, card sorting activity, analysis of two lesson plans and their video recorded teaching, preparation and analysis of lesson plan on exponential functions, and video teaching episode of the lesson plan on exponential functions during six weeks of a teaching sequence.

Prospective Secondary Teachers' Subject Matter Knowledge ...

Senate Bill 2042 (Chap. 548, Stats.1998) required that subject matter programs and examinations for prospective teachers be aligned with K-12 student standards and frameworks.

Industrial and Technology Education Teacher Preparation in ...

Today, reform movements have targeted subject matter knowledge as a domain of special importance. Programs of teacher education have responded by raising grade point standards for admission, increasing the number of discipline-specific courses prospective teachers need to take and in some places requiring students of teaching to complete their bachelors degrees before proceeding with certification course work.

Making Peace With Ambiguity: The Symbiotic Interaction ...

Given that area measurement is a more abstract concept than is linear measurement, the notion of area provided a window into the relationship between the conceptual basis of prospective teachers' subject matter knowledge and the way they planned to teach that subject matter.

Teacher knowledge as fundamental to effective teaching ...

Shulman's categories of teacher knowledge, and, in particular, his constructs of subject matter knowledge, pedagogical content knowledge and curricular knowledge have been influential in the US and beyond. Subject matter knowledge (SMK) is the amount and organisation of the knowledge present in the mind of the teacher (Shulman, 1986, p.

THE MATHEMATICS SUBJECT MATTER KNOWLEDGE OF PRE-SERVICE ...

Would a (prospective) claimant Part 36 offer made in pre-action correspondence be invalidated if the proposed defendant were then to issue a claim over the same subject matter and therefore the offeror became the defendant?

Keywords: similarity, subject matter knowledge, prospective teachers, preservice teachers.

Includes: (1) case studies of teachers during their first year of teacher preparation and, in some cases, their first year of teaching and focus on issues related to the role of subject matter knowledge in teaching; (2) cross-case analyses; (3) theoretical papers; and (4) methodological papers.

This book is for secondary subject matter teachers and administrators who work with English language learners (ELLs) in subject matter classes. It is also for college professors who prepare pre-service teachers to work with those students. The book brings together insights from linguistic, socio-cultural, educational, cognitive, developmental perspectives of what it means for ELLs to learn both English and subject matter knowledge in English as a second language. It delineates unique challenges that ELLs experience, offers ELLs' learning stories, and suggests concrete strategies with classroom teaching examples across academic disciplines. The 2nd edition broadens the scope of the 1st edition in several aspects. Specifically, it includes two chapters about secondary ELLs' previous educational experiences in their home countries, a chapter on subject matter lesson planning with ELLs in mind with teacher collaborative strategies, and more principle-based and field-tested effective instructional and assessment strategies for working with ELLs.

This study focused on prospective teachers subject matter knowledge of the concept of a function and their interpretations of some hypothetical students mathematical thinking about the concept of a function. The prospective teachers knowledge of the concept of a function was assessed by introducing the concept to prospective teachers through scenarios where a class of "A" level students proposes alternative solutions to some tasks involving the concept. The prospective teachers were then invited to engage in the mathematics by examining how students might have arrived at their different answers and considering how they might have reacted to the students responses. In this way subject matter knowledge and pedagogical content knowledge for teaching the concept of a function were brought together in mutual interaction.

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