

CONSTRUCTING KNOWLEDGE FOR TEACHING SECONDARY MATHEMATICS%0A

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These themes reflect goals for mathematics teacher education, and are closely related to various aspects of knowledge required for teaching secondary mathematics. They are not based on the conventional content topics of teacher education (e.g., decimals, grouping practices), but on broad goals such as adaptability, identifying similarities, productive disposition, overcoming barriers, micro

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Teacher education seeks to transform prospective and/or practicing teachers from neophyte possibly uncritical perspectives on teaching and learning to more knowledgeable, adaptable, analytic, insightful, observant, resourceful, reflective and confident professionals ready to address whatever challenges teaching secondary mathematics presents.

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A better understanding of teachers' cognitions as well as knowledge about effective models for preservice and inservice teacher education is fundamental for mathematics education at the primary, secondary and tertiary level in the various contexts.

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Constructivism Learning Theories

Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is

an information constructor. People actively construct or create their own subjective representations of objective reality.

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MATHEMATICS** Tim Rowland University of Cambridge,
UK This paper describes and analyses two mathematics
lessons, one about subtraction