

Learning from Lessons: A Study on Structure and Construction of Mathematics Teacher Knowledge - First Results of German Case Studies

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Abstract. Teachers' learning continues after initial training and shifts to their own classroom practice and professional development programs. However, to date little is known about teacher learning in their classrooms. The international research project "Learning from Lessons" focusses on the structure of mathematics teacher knowledge aiming to better "understand teacher in situ learning" (Chan et al., 2018, p. 91). Participating upper primary and secondary mathematics teachers in Australia, China and Germany adapt provided lessons plans, teach those afterwards, plan, and teach a follow-up lesson. Related data in terms of pre- and post-interviews, questionnaire and the adapted and newly developed lesson plan provide the data for qualitative and quantitative analysis. Rather than looking for international and cultural differences the study seeks to identify those aspects of teacher learning that are common across the three countries. This short communication will present data from the German case studies, highlighting their professional learning with respect to the instances the teachers identify when reflecting the lesson supported by video recall.

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References

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