



Compose



Inbox



Starred



Snoozed

Meet



New meeting



Join a meeting

Hangouts



Gary

No Hangouts

Find a

What mathematical knowledge do pre-service elementary teachers value and remember?¹

Mercedes A. McGowen & Gary E. Davis

Mathematics Department, William Rainey Harper College, Palatine, IL
Graduate School of Education, Rutgers University, New Brunswick, NJ

Introduction

This study addresses the question of how pre-service elementary teachers can be induced to change their attitudes to mathematics. We know that pre-service elementary teachers want to get mathematical answers right. They want to know which formulas to use, and how to get the correct answer. We present transcriptions of student writing that illustrate and support this point. Changing what students value in mathematics is a much harder challenge than teaching them mathematical procedures and application of formulas. We need an antidote to a severely procedural orientation to mathematics focused on ‘correct answers’ that prospective teachers have learned to value above all. How can we explicitly emphasize connections, and assist students to construct relationships between parts of mathematics that they see as different?

