

Teacher knowledge and competencies in mathematics: A study of Norwegian lower secondary school teachers.

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International studies reveal disappointing performance of Norwegian pupils' in mathematics. This, perhaps inevitably leads to concern about quality of teaching mathematics in school. Research shows that teachers' competencies are related to teachers' knowledge.

In my masters' research I wanted to find out more about the quality of teachers knowledge of mathematics and to see how prepared they believed themselves to be for the task of teaching the subject. To further my inquiry I have used questionnaires and interviews to explore and expose teachers' knowledge and feelings about their own mathematical knowledge and mathematical education. In this seminar I will share some of the findings from this study.