

MATHEMATICS TEACHERS'VIEW OF TEACHING GEOMETRY IN IRAN

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The content and the context of the geometry textbooks have changed at the first and second year of the secondary education in Iran since 1995. This is important, considering the centralized system of education in Iran, in which there is only one textbook for every subject nationwide and the training of teachers for the textbooks, is a responsibility for the Ministry of Education. In a study, a collaborative in-service teacher training session was designed, in order to provide an opportunity to study possible changes in teachers' views of teaching and learning geometry. The study investigated the impact of those sessions on teachers' beliefs about the new approaches to geometry, about themselves as teachers of the subject, and about the teaching of geometry. The research finding was in line with what Nicol, Gooya, and Martin (2002) observed, in which; the training sessions for geometry textbooks, offered the possibilities “for developing productive attitudes and dispositions toward learning and teaching and for developing understandings of content and pedagogy”(p. 3-22). The kinds of knowledge that in Ball' view (1991), is necessary for mathematics teachers in order to teach well.

References

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