

Primary Trainee Teachers' Choice of Mathematical Examples for Learning and the Relationship with Mathematical Subject Knowledge.

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Abstract

When teachers plan to teach mathematics, they draw on many examples for learning. The data collected was then analysed using a conceptual framework based on the Knowledge Quarterly to identify commonalities in the way the group of trainees approached their rationales for choosing mathematical examples. The methods of planning adopted, the examples chosen and the trainees' levels of mathematical subject knowledge. Evidence

that trainees do not make use of theoretical frameworks when papers are chosen from existing sources such as textbooks and websites; differentiation as a key factor rather than mathematics pedagogy playing a minimal role in the planning process.

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Playwriting across the curriculum, however, some experts note that the concept of

political conflict is a space business plan.

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