Mathematics Teacher's Specialised Knowledge

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Message from the Guest Editor

Dear Colleagues,

Since the seminal works of Lee Shulman, the study of teachers' knowledge has become one of the prioritized objectives in teacher education. In mathematics teachers' education, this question has been approached using several analytical models, all of them converging on the idea that this knowledge is specific to the teaching profession, a kind of applied mathematics where the content is seen from the perspective of its teaching and learning. This issue is intended to show the state of affairs, highlighting different perspectives on how to cover teachers' knowledge and their involvement in the training of mathematics teachers.

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Special Issue

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Message from the Editor-in-Chief

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