

Where is Mathematical Knowledge for Teaching in the Community College?

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This article asks what Mathematical Knowledge for Teaching (MKT) might look like in community college mathematics. Effective community college mathematics teachers are not only subject matter experts, but they also have cultivated pedagogical content knowledge, allowing them to choose appropriate tasks, facilitate classroom discourse, and move students toward deeper mathematical understanding. We provide a classroom vignette with student work, a historical perspective on the evolution of MKT, and concrete examples of MKT assessment items from the K-14 mathematics curriculum. Together, this illuminates the need for including MKT research in the community college domain.



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