

An Analysis of In-service Teachers' Pedagogical Content Knowledge of Division of Fractions

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ABSTRACT The aim of the current study is to investigate in-service teachers' understanding of and difficulties for teaching division of fractions. Data were collected from 10 in-service middle school teachers (5 male, 5 female) from three different schools in Turkey, whose years of experiences range from 1 to 9 years. Six of the teachers were graduated from primary education departments whereas the rest were graduated from secondary school science and mathematics departments. Two-part division of fractions test was used to collect data. The first part of the test is to measure content knowledge while the second part is to measure pedagogical content knowledge. The results show that teachers had sufficient content knowledge to solve the problems in the first part of our test. However, they lacked the pedagogical content knowledge to teach division of fractions.