Abstract

This research study investigated the ways in which a multimedia case study influenced preservice secondary mathematics teachers' conceptions of effective teaching. The advantages of engaging in discourse over a shared context and how case-based instruction might provide preservice teachers insight into the complexity of a classroom setting were specifically considered. Evidence was found that (a) identifies both preservice teacher and teacher educator issues, and (b) supports the claim that preservice teachers engage in practical reasoning about issues of teaching and learning. The implications for secondary mathematics methods coursework are discussed.