

## Transformation of comprehended ideas: A teacher's choice of examples

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Comprehended ideas by the teacher must be transformed in some manner if they are to be taught (see Shulman, 1987). The use of examples in the teaching of mathematics is one of the common practices that a teacher uses to *transform* his or her own comprehension of the subject to a form usable for students in class. Any example, which is illustrative of a concept, has within itself features that are relevant to the concept being discussed and those which are not. The latter is what Skemp (1987) considered as noise. In this paper, we use Skemp's ideas about mathematical concepts and focus on the practice of an experienced teacher of mathematics at the secondary level, called Asha. While teaching the introductory part of trigonometry, Asha demonstrates the use of a sequence of examples from low noise to high noise, which is illustrative of an approach that can be adopted by other teachers to teach mathematics.

### References

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