



PRE-SERVICE TEACHERS' PROBLEM POSING IN COMBINATORICS

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ABSTRACT. *Combinatorics is seen as one of the more difficult areas of mathematics to teach and to learn. Mathematical knowledge for teaching combinatorics of 14 pre-service teachers for primary school developed during session integrating mathematical and pedagogical activities was assessed through the problem posing. Knowledge of combinatorics of some was enhanced but not in satisfactory extend. Lack of subject matter knowledge influenced students' ability to pose and subsequently solve combinatorial problems.*

KEY WORDS: *teacher education, combinatorial thinking, mathematical knowledge for teaching*

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