

Erratum to: Professional competencies of (prospective) mathematics teachers - cognitive versus situated approaches

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Some text boxes in Figure 7 were not reproduced correctly. The correct version of Figure 7 is provided below.

The online version of the original article can be found at <http://dx.doi.org/10.1007/s10649-016-9713-8>.

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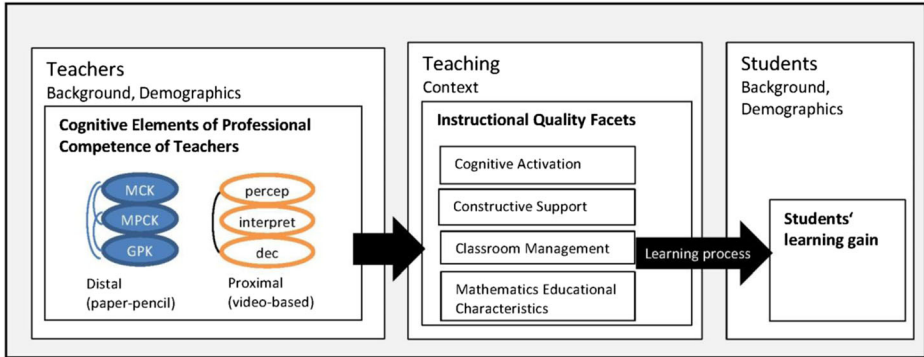


Fig. 7. Research and Impact model of TEDS-Instruct and TEDS-Validate

Legend: mathematical content knowledge (MCK), mathematics pedagogical content knowledge (MPCK) and general pedagogical knowledge (GPK), Percept (Perception of classroom situations), Interpret (Interpretation), Dec (Decision-making)