Assessment of conceptions is also important at the wider research level because it represents a synthesis and generalization of cognition; on the basis of this, adequate conditions for teachers’ professional development can be created. According to Gow and Kember (1993, 1994), a change in teacher conceptions represents an impetus to change the working context and consequently to achieve better learning outcomes for students.

Finally, we should point out that higher-level teacher conceptions do not automatically ensure better quality teaching; instead, they represent internal criteria for assessing one’s work and are an important stimulus towards achieving this standard. The teacher needs help in this endeavor. Help is necessary and important for recognizing/raising awareness about discrepancies between different conceptions, as well as in the search for an individual teaching style, which leads to the integration of conceptions and scientific theories.

References


