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Engaging prospective teachers in the assessment of geometrical proofs.

Tso, Tai-Yih (ed.), Proceedings of the 36th conference of the International Group for the Psychology of Mathematics Education “Opportunities to learn in mathematics education”, PME 36, Taipei, Taiwan, July 18–22, 2012, Vol. 3. Taipei: National Taiwan Normal University. 35-42 (2012).

Summary: The aim of this study is to examine the effects of engaging prospective mathematics teachers in peer assessment of geometrical proofs, both as assessors and assessees, on the developing of their own evaluation skills as part of their professional development. The research was conducted within a method course in which peer assessment activities were employed. Sixteen prospective mathematics teachers participated in the research and had to act both as assessors and assessees. Analysis of the research data reveals that during the various phases of the study the prospective teachers developed skills concerning the construction of criteria set and weights for the assessment of their peers’ work and the constructed criteria set referred to meanings and roles of mathematical proof. They also realized that assigning scores without providing justification or explanation is ineffective.

Classification: E50 D60 G40

Keywords: peer assessment; roles and meanings of proof; feedbacks to scoring; geometrical proofs