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Collaborative teacher inquiry through the use of rich mathematics tasks.

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From the introduction: Former and current high school mathematics teachers worked with colleagues as part of a yearlong professional development project designed to ask and address such questions. As we began wrestling with these questions about improving practice, new issues and dilemmas surfaced; it seemed that each question provoked further questions. But we remained hopeful that working in a collaborative setting could prove helpful. In our ongoing attempt to improve our students' mathematical engagement, problem solving, and learning, our path has often been chaotic. Here we describe this path and provide specific suggestions for supplementing existing curriculum with rich mathematics tasks and through collaborative teacher inquiry.

Classification: D59 B50

Keywords: inservice teacher education; teacher teacher interaction; conversation; mathematical thinking; teaching; multiple problem solving strategies; non routine problems; group work; mathematical applications; problem posing