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**Teppo, Anne R.**

**Task-based lessons: The central focus of a mathematics content course for future elementary teachers.**

Clarke, Barbara (ed.) et al., Tasks in primary mathematics teacher education. Purpose, use and exemplars. New York, NY: Springer (ISBN 978-0-387-09668-1/hbk; 978-0-387-09669-8/e-book). Mathematics Teacher Education 4, 161-172 (2009).

Summary: A task-based lesson serves as the organizing principle for a university mathematics content course for future elementary teachers. The course, which provides the first semester of a year-long sequence, covers the arithmetic of numbers. The daily classroom activities follow a Japanese-style lesson plan and use tasks developed through a didactical phenomenological analysis. A situated learning perspective frames an understanding of the classroom activity. The goals for using and the criteria for developing task-based lesson materials are discussed and an example of an actual classroom lesson is provided to illustrate the power of this instructional approach.

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