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**Problem posing as a means for developing mathematical knowledge of prospective teachers.**

Woo, Jeong-Ho (ed.) et al., Proceedings of the 31st annual conference of the International Group for the Psychology of Mathematics Education, PME, Seoul, Korea, July 8–13, 2007. Vol. 1-4. Seoul: The Korea Society of Educational Studies in Mathematics. Part 3, 129-136 (2007).

Summary: In the present study the authors aim at exploring the development of mathematical knowledge and problem solving skills of prospective teachers as result of their engagement in problem posing activity. Data was collected through the prospective teachers' reflective portfolios and weekly class discussions. Analysis of the data shows that the prospective teachers developed their ability to examine definition and attributes of mathematical objects, connections among mathematical objects, and validity of an argument. However, they tend to focus on common posed problems, being afraid of their inability to prove their findings. This finding suggests that overemphasizing the importance of providing a formal proof prevents the development of inquiry abilities.

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*Keywords:* preservice teacher development; problem posing; teacher knowledge