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**Integrating inquiry-based tasks and the world of work in mathematics and science teacher education.**

Maaß, Katja (ed.) et al., Educating the educators: international approaches to scaling-up professional development in mathematics and science education. Proceedings of the conference hosted jointly by project mascil (mathematics and science for life) and the German Centre for Mathematics Education (DZLM), Essen, Germany, December 15–16, 2014. Münster: WTM-Verlag (ISBN 978-3-942197-77-9/pbk; 978-3-942197-85-4/ebook). Conference Proceedings in Mathematics Education 2, 240-254 (2015).

Summary: Our goal is to explore how tasks aiming to promote inquiry-based learning (IBL) and the integration of the world of work (WoW) in mathematics and science teaching, developed in the context of Mascil project (see: [www.mascil-project.eu](http://www.mascil-project.eu)), have been embedded into prospective teachers' (PTs') mathematics and science education. Our focus is on PTs' engagement in designing, implementing and reflecting on Mascil tasks or tasks developed by them in the same spirit. In particular, we present examples of such tasks, their transformation in actual teaching and PTs reflections on their experience. Finally, we discuss the emerging issues as regards the PTs' engagement in working with tasks that support IBL in workplace contexts and the nature of teacher education that promotes the integration of IBL and the WoW in the teaching and learning of mathematics and science.

*Classification:* D39 D49 M19 B50

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