

ZMATH 2015b.00154

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Exploring Ava's developing sense for tasks that may occasion mathematical creativity.

J. Math. Teach. Educ. 18, No. 1, 1-25 (2015).

Summary: This study explores the relationship between participating in a graduate course aimed at enhancing teachers' theoretical and practical knowledge of mathematical creativity and one teacher's changing perspectives regarding mathematical creativity and tasks that may occasion mathematical creativity. Results indicated that perceptions of creativity may include ideas about how creativity is characterized as well as among which students it may be promoted. These perceptions were closely related to the task features, cognitive demands, and affective issues, the teacher associated with tasks that may occasion mathematical creativity. The teacher's reflections on her participation in the course indicated that both theoretical and practical elements of the course impacted on her changing perspectives. Also discussed are the advantages and limitations of providing professional development by means of university-based graduate courses.

Classification: C29 D39 D50

Keywords: mathematical creativity; tasks; professional development

doi:10.1007/s10857-013-9262-3