

**ZMATH 2016f.00721**

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**Problem solving tasks in mathematics classrooms: an investigation into teachers' use of guidance materials.**

Pope, Sue (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Proceedings of the British congress of mathematics education, BCME-8, University of Nottingham, UK, April 14–17, 2014. London: British Society for Research into Learning Mathematics (BSRLM). 97-104 (2014).

Summary: This paper reports on a design research study undertaken as part of the Mathematics Assessment Project (MAP). The project aims to support teachers in implementing a new curriculum in US schools, through the use of formative assessment lessons (FALs) designed by the MAP team. Here we report results of our research into teachers' use of the accompanying guidance materials as they implement problem-solving FALs, drawing on detailed case studies of lessons from a sample of UK teachers. Although we observe much variation in the ways in which teachers use the guidance, both when in and out of the classroom, we identify the provision of a 'Common issues' table, outlining likely responses from students together with advice of potential ways to respond, as one of the most valued and used aspects of the guidance materials provided.

*Classification:* D59 U30

*Keywords:* problem solving; educational research; teacher guidance; use of guidance materials; teacher manuals; teaching guides; formative assessment; curriculum; educational diagnosis  
<http://www.bsrlm.org.uk/BCME8/BCME8-13.pdf>