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Engaging prospective teachers in peer assessment as both assessors and assessees: the case of geometrical proofs.

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Summary: One aspect of professional development of mathematics teachers relates to the development of assessment skills. The aim of this study is to examine the effects of engaging prospective mathematics teachers in peer assessment, both as assessors and assessees, on the development of their assessment skills in general and assessment of geometrical proofs in particular. The research was conducted within a method course in which peer assessment activities were employed. Sixteen prospective mathematics teachers participated in the research and had to act both as assessors and assessees. Analysis of the research data reveals that during the various phases of the study the prospective teachers developed skills concerning the selection of categories and weights for the assessment of their peers' work. In the criteria set they selected for the peer assessment, they referred to meanings and roles of mathematical proof. In their reflections, the prospective mathematics teachers also referred to the effects of the peer assessment on their mathematical knowledge, asserting that by being exposed to different solution strategies and new problems they were able to widen their mathematical knowledge.

Classification: D39 D69 D49 G49

Keywords: peer assessment; preservice teachers; geometrical proofs; mathematical skills; problem solving; feedback; professional development

<http://www.cimt.plymouth.ac.uk/journal/lavy2.pdf>