

INTERPRETATIVE TASKS FOR TEACHER EDUCATION TO ACCESS AND DEVELOP TEACHERS' INTERPRETATIVE KNOWLEDGE

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The design and implementation of tasks for students is a crucial part of teachers' practice (Mason & Johnston-Wilder, 2006). In that sense, with the aim of disrupting the vicious vision of learners as passive listeners and instead giving them an active role in the learning process, getting experience in task design and implementation must also be a core element in teacher education.

Considering the specificities of teachers' knowledge and the need to take into consideration what the students know and how they know it, the conceptualization of the Interpretative Knowledge—IK (Jakobsen et al., 2014) has been developed. With IK we refer to a deep and wide mathematical knowledge that enables teachers to look at mathematical problems from different points of view and to give meaning to students' productions (Jakobsen et al., 2014). Assuming the key role of teachers' IK for developing students' mathematical understanding, and knowing that IK does not spontaneously develop over time in teachers practice, we have developed a special kind of tasks named Interpretative Tasks, to stimulate the development of teachers IK. These tasks are situated in different practice contexts and grounded in mathematical critical situations in students learning and in teachers' practices.

We will discuss the nature, focus and design of interpretative tasks for teacher education and present an example in the context of area measurement. Different elements considered in the task design and how they are used, both from the research point of view and for teacher education for accessing and developing teachers' Interpretative Knowledge, will be discussed.

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References

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