



## MathTASK: Transforming Aspirations of Mathematics Teachers Into Strategies In Context

*Examples from three strands: fostering mathematical thinking; managing the mathematics classroom; tackling ableism in the mathematics classroom*

Irene Biza and Elena Nardi

[i.biza@uea.ac.uk](mailto:i.biza@uea.ac.uk) and [e.nardi@uea.ac.uk](mailto:e.nardi@uea.ac.uk)

University of East Anglia, UK

The [MathTASK](#) research programme engages secondary mathematics teachers (pre- and in- service) with situation-specific tasks that aim to trigger reflection on pedagogical aspirations as well as actual practice. Our tasks draw on real-classroom situations and address key learning and teaching issues such as fostering mathematical thinking, managing the mathematics classroom and tackling ableist perspectives on mathematics teaching. In these sessions you will be introduced to our project's research design, theoretical underpinnings and methods of data analysis; you will trial the tasks as well as the methods for analysing responses to the tasks; and, you will become acquainted with summaries of our research findings including theoretical constructs emerged from these findings. Each one of Sessions 1, 2 and 3 will consist of brief exposition, followed by individual and collective activity on one or more aspects of our project (task design, task engagement, task data analysis). No prior reading is required for these sessions. You will be given a substantial list of post-session readings. However this paper from JMTE will give you a flavour of our project's research design and initial steps back in 2007.

Biza, I., Nardi, E., & Zachariades, T. (2007). [Using tasks to explore teacher knowledge in situation-specific contexts](#). *Journal of Mathematics Teacher Education*, 10, 301-309.

Also, you can visit the website of the programme at [MathTASK](#) and follow us at [@mathtask2016](#)

## MathTASK: Μετασχηματίζοντας τις φιλοδοξίες καθηγητών των μαθηματικών σε στρατηγικές εμπεδωμένες στην πραγματικότητα της τάξης

Παραδείγματα από τρεις θεματικές ενότητες: μαθηματική σκέψη, διαχείριση της τάξης και χειρισμός διδακτικών αναγκών ατόμων με αναπηρία

Ειρήνη Μπιζά και Έλενα Ναρδή

[i.biza@uea.ac.uk](mailto:i.biza@uea.ac.uk) και [e.nardi@uea.ac.uk](mailto:e.nardi@uea.ac.uk)

University of East Anglia, Ηνωμένο Βασίλειο