TITLE: Written production analysis of Basic Education Teachers in mathematics not-routine questions.

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ABSTRACT:

The general aim of this investigation is to study how mathematics teachers of Basic Education deal with non-routine questions in an assessment situation, as well as to offer subsidies to an evaluation that may be considered as investigation practice. The adopted methodological approach is predominantly qualitative and interpretative, based on the guidelines put forward by the Content Analysis and on a textual discursive analysis, that intends, by the analysis of teachers’ written production: to verify how these teachers deal with these types of questions in regards to their interpretation and use of the information in the statements, their most used strategies and to the math content knowledge they trigger in solving these questions; to show a brief discussion about the context’s aspects at the analyzed questions and about the mathematization on its vertical and horizontal components. The investigation highlights the following relevant points: the teachers use school-type strategies to answer the questions; they deal quite well with the algorithms involved in the chosen strategies, as well as they had seemed to interpret the proposed problem of the question; the aspects of the horizontal mathematization are more frequent than the aspects of vertical mathematization.

Key words: Mathematics Education. Evaluation as an Investigation Practice. Mathematics Written Production Analysis. Realistic Mathematics Education. Mathematization.