

Teaching Teachers about Realistic Mathematics Education

*Vivian Lim & Luke Reinke
University of Pennsylvania
USA*

This study is an inquiry into our practice as designers and instructors of a course in which we introduce pre-service teachers to context-based mathematics education, including Realistic Mathematics Education. Our findings suggest that context-based mathematics education requires a two-pronged approach: 1) participants must grapple with the theoretical underpinnings of teaching mathematics through contexts, and 2) participants need clear frameworks to apply in practice. In this session we will share activities used in this course and discuss the findings and implications of our study.