

TITLE

"Potentialities and constraints in and for developing interpretative specialized knowledge in an Hybrid Lesson Study"

ABSTRACT

Lesson Study is perceived as a "way of working" with and between teachers, researchers and educators in and for improving the participants practices promoting the development of their professional knowledge. Such knowledge is understood here in the space of its specialization for teachers? mathematical practices whenever aiming at having the students reasoning as a starting point ? mainly when such productions diverge from the ones expected by the teachers (what has been termed as Interpretative Knowledge ? IK). I will discuss which is the understanding on the meaning of the term "Hybrid Lesson Study" (HLS), discussing the core elements of its nature (theoretical, practical and contextual) and present a reflection on the potentialities and constraints of the HLS which is being implemented in Brazil in and for developing teachers, researchers and educators IK. This discussion is expected to involve the participants in order to discuss also the situated (or not) culture of the mathematical practices and of its potentialities and/or constraints for improving teacher education.