

Erratum to: What Can You Infer from This Example? Applications of Online, Rich-Media Tasks for Enhancing Pre-service Teachers' Knowledge of the Roles of Examples in Proving

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Erratum to:
Chapter “What Can You Infer from This Example? Applications of Online, Rich-Media Tasks for Enhancing Pre-service Teachers' Knowledge of the Roles of Examples in Proving” in: A. Leung and A. Baccaglini-Frank (eds.), *Digital Technologies in Designing Mathematics Education Tasks*, Mathematics Education in the Digital Era 8, DOI [10.1007/978-3-319-43423-0_11](https://doi.org/10.1007/978-3-319-43423-0_11)

In the originally published version of the chapter, Figure 4 in Chapter “What Can You Infer from This Example? Applications of Online, Rich-Media Tasks for Enhancing Pre-service Teachers' Knowledge of the Roles of Examples in Proving” was portrait oriented and downsized, hence the text was virtually unreadable. The erratum of the book has been updated with the change.

The online version of the original chapter can be found under DOI [10.1007/978-3-319-43423-0_11](https://doi.org/10.1007/978-3-319-43423-0_11)

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Task parts		Part I: Examination of a given statement and determining its truth value	Part II: Examination of students' examples	Part III: Analysis of the classroom scenario and making suggestions for a class discussion	Part IV: Reflection and participation in a discussion forum	Post-task whole class discussion
Task characteristics		—	—	—	—	—
Pedagogy of enactment		—	Decomposition and representation	Representation and approximation	—	—
Goals and Learning Opportunities	Content-oriented	Engagement with mathematical content and determine truth-value of the statement.	Opportunity to expand personal example space and change decision about the statement in light of new evidence.	Examine questions such as: What does it mean to contradict a universal statement? How many counterexamples can a statement have?	Participation in the community of learners. Opportunity to discuss and clarify content- and pedagogy-oriented ideas.	Opportunity to share, reflect on and enhance both personal and shared understanding of the status of examples in proving by exposure to the theoretical framework, and expanding the repertoire of the relevant pedagogical approaches.
	Pedagogy-oriented	—	Interpretation of students' thinking. Opportunity to envision oneself as a teacher facilitating a proof oriented task. Teacher's role is implicit.	Planning a whole-class discussion and support students' understanding of the status of examples in proving. Teacher's role is explicit.	Opportunity for collective reflection on the learning process in each part of the task and as a whole.	—
Individual / Group interaction:		Individual		Group		Group
Digital technology interaction: Direct / Indirect		Direct		Indirect (but referenced to the digital task)		Indirect (but referenced to the digital task)
Facilitation type: No MTE facilitation / With MTE facilitation		No MTE (Mathematics Teacher Educator) facilitation		With MTE facilitation		With MTE facilitation

Fig. 4 The framework for design of media-rich tasks for PSTs