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Spontaneous didactical epistemology and the culture of mathematical problems. (L'epistemologia scolastica spontanea e la cultura dei problemi matematici.)

Boll. Docenti Mat., No. 57, 9-19 (2008).

Summary: In his article *Epistemologia, didattica della matematica e pratiche di insegnamento* (ME 2011e.00342), Bruno D'Amore presents and explains some fundamental concepts of mathematics' epistemology and didactics. He gives me the opportunity, in the first part of this text, to extend our common reflections with a short experimental study of teachers' and pupils' spontaneous epistemology, a topic on which we want to continue working together in the future. The second part will be dedicated to a study of the principles that build up the bases of the didactical epistemology of our society. I will take as a starting point the retro-innovation movement that, in the US and elsewhere is producing very serious negative effects on pupils, teachers and society. Unbridled assessment (High Stake Tests) penetrates into learning/teaching processes. Linked to simple behaviouristic political strategies (NCLB) it provokes damages. We will rapidly recall the principles on which this reform is based, some causes and effects. The most devastating effect is not only a forced individualization of teaching but also a totally individualistic conception of school culture.

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