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Mathematical modelling in teacher education courses: style of thought in the international community – ICTMA.

Ubuz, Behiye (ed.) et al., CERME 8. Proceedings of the eighth congress of the European Society of Research in Mathematics Education, Antalya, Turkey, February 6–10, 2013. Ankara: Middle East Technical University (ISBN 978-975-429-315-9). 980-989 (2013).

Summary: This paper presents the mapping of mathematical modelling (MM) pedagogical practices in teacher education courses from publications available in the books organized by the International Conference on the Teaching of Mathematical Modelling and Applications – ICTMA. Mapping refers to the identification, survey, organization, classification, and data analysis. Forty-two papers published in the ICTMA books were identified about teacher education and the data were analysed through the lenses of style of thought in MM, according to the theory of *L. Fleck* [Genesis and development of a scientific fact. Chicago & Londres: The University of Chicago Press (1979)]. This study aimed at understanding how knowledge was built by society and became common part of the group, and not at analysing the quality of knowledge departing from immutable criteria. The analysed productions revealed that these researchers constitute a collective of thought indicating the concern with and the support to the official documents and to the issues related to teacher education. The collective of thought about modelling in initial and continuous teacher education courses follows institutionalized standards.

Classification: M19 D20 B50

Keywords: mathematical modelling; ICTMA; style of thought; mapping