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Modelling in French and Spanish syllabus of secondary education.

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). 1845-1854 (2013).

Summary: We present the exploratory phase of an ongoing comparative study on the teaching of modelling in France and Spain. The study aims to describe the place of modelling in the curricula. In this exploratory phase we will use some tools of the Anthropological Theory of the Didactic (ATD). We will discuss the rationale, theoretical framework and methods of this study. Then we will determine if modelling is designated to be taught in France and Spain. We will try to give some conditions that could explain the place of modelling in the syllabus. We will formulate propositions for the next step of this research.

Classification: M10 D30 B70

Keywords: modelling; curricula; comparative study