

**ZMATH 2015d.00382**

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**Didactic codetermination in the creation of an integrated math and science teacher education: the case of mathematics and geography.**

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). 3206-3216 (2013).

Summary: This paper presents an application of the anthropological theory of the didactic to describe and analyse the genesis of an integrated mathematics and science pre-service teacher education. Reporting from the pre-experimentation phase, it is shown how the levels in the scale of didactic codetermination enable us to understand more clearly how integration is envisaged. We examine more closely the case of a bi-disciplinary teaching-module wherein math plays one part together with geography, and we demonstrate how the scale can be used to explore the precise nature of the intended interaction between the two disciplines.

*Classification:* D39 B50 M59 D49

*Keywords:* disciplinary teaching module; intended interaction; integrated math and science teacher education