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Modelling in Brazilian mathematics teacher education courses.

Stillman, Gloria Ann (ed.) et al., Teaching mathematical modelling. Connecting to research and practice. Dordrecht: Springer (ISBN 978-94-007-6539-9/hbk; 978-94-007-6540-5/ebook). International Perspectives on the Teaching and Learning of Mathematical Modelling, 507-516 (2013).

Summary: This chapter presents the mapping of the Brazilian mathematics teacher education courses that have the subject of mathematical modelling (MM) or mathematics education dealing with MM. The goal is to identify the conceptions and tendencies of modelling in these subjects. This study is a document analysis since the data come from the course syllabuses and a questionnaire directed at professors. This questionnaire sought to provide information about the development of MM teaching. In Brazil, out of the 413 courses, 183 have the subject of mathematical modelling or mathematics education dealing with MM. The analysis indicated three conceptions of MM and as a consequence, three tendencies, which represent the contributions of professors that aim at enhancing knowledge.

Classification: M19 B50 D39

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