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Teacher's views on modeling as a creative mathematical activity.

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Summary: In this chapter we examine mathematical modeling activities presented in high school textbooks in Iceland with respect to how teachers utilize such activities. We first argue on the basis of the existing literature that mathematical modeling may be viewed as a creative mathematical activity. We ask whether the institutionalization of mathematical modeling through school textbooks in the form of activities convey the creative aspect of modeling. To answer the question, we examine the views of a group of Icelandic high school teachers about modeling activities, and ways in which they implement them in the classroom. Preliminary results indicate that teacher's use a dialogic and practical approach to modeling activities as opposed to a strictly mathematical approach. We discuss their views within the Icelandic context.

Classification: C29 M10 D80 C40

Keywords: mathematical modeling; mathematical creativity; modeling tasks; math textbooks; inservice teachers; Iceland

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