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**Mathematics teaching and learning in the late 1970s in Portugal: intentions and implementations.**

Bjarnadóttir, Kristín (ed.) et al., “Dig where you stand” 2. Proceedings of the second “International conference on the history of mathematics education”, New University of Lisbon, Portugal, October 2–5, 2011. Lisbon: UIED, Unidade de Investigação Educação e Desenvolvimento; Caparica: Universidade Nova de Lisboa, Faculdade de Ciência e Tecnologia (ISBN 978-989-97487-2-9/pbk). 303-316 (2012).

Summary: By the late 1970s, on the wake of the 1974 democratic revolution, the Portuguese school system has grown very rapidly and is undergoing major changes in its structure. At the same time, modern mathematics reform for middle and upper grades of the secondary school gradually adopted from the late 1960s is confronted with the practicalities of its implementation: textbooks, teacher education, didactical strategies, evaluation, etc. A series of 16 reports from the ministry of education written between 1977 and 1981 under the leadership of Swedish specialists aimed at characterizing the situation and some reports addressed specifically mathematics teaching and learning. This paper will study the implementation of mathematics curricula in Portugal in the late 1970s, in particular the programs, the mathematics classes, students’ learning.

*Classification:* A30 C70 D30

*Keywords:* teaching-learning process; educational reforms; curricula; modern mathematics