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Mathematical modelling in a distance course for teachers.

Kaiser, G. (ed.) et al., Trends in teaching and learning of mathematical modelling. Proceedings of the 14th international conference on the teaching of mathematical modelling and applications, ICTMA, Hamburg, Germany, July 27–31, 2009. Berlin: Springer (ISBN 978-94-007-0909-6/hbk; 978-94-007-0910-2/ebook). International Perspectives on the Teaching and Learning of Mathematical Modelling 1, 269-278 (2011).

Summary: In this chapter, we present the principal results of a research project in which empirical data was obtained from a distance course of mathematical modelling (MM) to teachers and students of mathematics teacher-training. The objective was to understand the limitations and possibilities that a distance course of MM offers. Based on this understanding, the goal was to reorientate the project's proposals and actions with the expectations to make MM effective for Mathematics Education at any scholarly level. In preparation, we needed instructional materials and all the educational elements available on the Web site in order to use it to teach. We obtained data from interviews, observations, and participants' questions and difficulties. Indicators of the participants' difficulties were categorized as concerning teacher's education or the necessity of teacher's education.

Classification: B50 M19 D49

Keywords: teacher education; mathematical modeling; distance education; effectiveness

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