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Possibilities and challenges of mathematical modeling in teacher's formation.

Paditz, Ludwig (ed.) et al., Proceedings of the 10th international conference “Models in Developing Mathematics Education”, Dresden, Saxony, Germany, September 11–17, 2009. Dresden: Hochschule für Technik und Wirtschaft (ISBN 83-919465-9-2). 60-63 (2009).

Summary: The results of research of empirical data from two pedagogical experiences using mathematical modeling with two groups: one with 28 students from the last period of a course of mathematics teachers, and another with 21 teachers of a course of continuing education. The objectives of the course were: teach mathematical modeling, and in sequence, modeling as a method of teaching. The data about the interest for the proposal and the need of the two groups in learning modeling for use in practice was raised from interviews and issues raised and works done by them. Even though the importance of mathematical modeling as a method of teaching is not underestimated, some aspects exemplify the difficulties for the participants in changing the concept of teaching and learning: formation of the participants and the need for formation.

Classification: B50 M19

Keywords: mathematical modeling; possibilities; challenges; teacher education