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**Changing representations and practices in school mathematics: the case of Modern Math in Portugal.**

Bjarnadóttir, Kristín (ed.) et al., ‘Dig where you stand’. Proceedings of the conference ‘On-going research in the history of mathematics education’, Fjölbrautaskólinn í Gardabæ, Gardabær, Iceland, June 20–24, 2009. Reykjavík: University of Iceland, School of Education (ISBN 978-9979-793-99-1). 123-137 (2009).

Summary: The curricular movement known as Modern Mathematics aimed at the transformation of representations and practices in school mathematics. Its study provides us with ways of understanding how these changes came about. The purpose of this paper is to contribute to the understanding of the ways in which representations of school mathematics gradually were influenced by ideas from the Modern Mathematics movement, how these new ideas merged into local educational traditions, and how they were transformed into meaningful practice. This work is centred on the Portuguese context from the middle 1950s to the middle 1960s, and builds on Chervel’s notion of school culture and Gruzinski’s discussion of connected histories.

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