Looking for a “good” electoral system. (Alla ricerca di un sistema elettorale “buono”.)

Summary: One of the typical difficulties related to mathematics teaching is to let students get a sense of both activities and internal logic of mathematics. Students usually perceive that most mathematical activity is a game with rigid rules, established by someone with unknown motivations. This perception may, on the one hand, inhibit common sense behaviours students would elsewhere enact and, on the other hand, impact the motivational level both locally (for the single activity) and globally. It is often due to this lack of sharing of the sense attached to what they do, that students are led to wonder what they should do mathematics for, besides calculating (and the latter recalls immediate applicability). This contribution stems from a topical subject and proposes an activity able to show what, in the author’s opinion, is the strength of a mathematical type of education, i.e. to enable us to analyse a problem situation (that might be outside mathematics), understanding what we are talking about, fixing our goals (why), before deciding how to achieve them. Most of the teaching time in the classroom is spent to care for how you can do something (through techniques and algorithms to be learned and applied), without worrying about what to do and why.

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