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**Mathematical modelling in Japan.**

Lee, Ngan Hoe (ed.) et al., Mathematical modelling. From theory to practice. Hackensack, NJ: World Scientific (ISBN 978-981-4546-91-1/hbk; 978-981-4546-93-5/ebook). Series on Mathematics Education 8, 83-96 (2015).

Summary: We reviewed the recent trends of teaching modelling in the new Courses of Study and National Achievement Tests and Questionnaires in Japan. Teaching of modelling is one of the central aims in the Courses of Study, but practical aspects of teaching modelling are a concern for many teachers. Second, two typical issues related to the teaching of modelling are discussed: “Why should students solve problems?” and “Can students appreciate  $A$  by comparing  $A$  with non  $A$ ?” Third, barriers/obstacles for the inclusion of teaching of modelling in Japan are examined. The fourth issue is how to incorporate open-ended modelling problems into the teaching of mathematical concepts and skills. The roles of open-ended problems are discussed as challenging points from historical perspectives.

*Classification:* M10 D30

*Keywords:* Japanese curriculum; obstacles for including mathematical modelling in school; trends of teaching modelling

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