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A phenomenon of curricular evaluation: Inequalities at lower secondary. (Un phénomène d’évolution curriculaire: le cas des inéquations au collège.)

This article concerns the analysis of curriculum starting from a case study of inequalities in school. The study deals with two levels of analysis. The first, whose examination inventories habitats and niches of the object ‘inequality’, is that of the different contexts of the object’s existence. The second is that of mathematical praxeologies, particularly those concerning types of tasks and procedures. Consideration of these two levels simultaneously highlights phenomena specific to the object of study and generic phenomena relating to curriculum organisation, particularly the phenomenon of reducing or expanding the goals and means of study that underlies observed curricular movements.

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