

**ZMATH 2015c.00126**

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**The case for learning trajectories research.**

Oesterle, Susan (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education “Mathematics education at the edge”, PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 3. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-363-0/v.3). 1-8 (2014).

Summary: This paper addresses the role of learning progressions in informing many international standards documents, discussing the affordances and limitations of building standards and curricula from a learning progression model. An alternate model, the hypothetical learning trajectory, is introduced and contrasted with learning progressions. Using the example of exponential functions, learning progressions are compared to learning trajectories in terms of their theoretical origins and practical implications. Recommendations for further work building learning trajectories in secondary mathematics are discussed.

*Classification:* C30 D30 B70 I20

*Keywords:* learning trajectories; learning progressions; exponential functions; curriculum development; standards