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**Discussion of Part I. Transition in learning mathematics as a challenge for people and institutions.**

Rezat, Sebastian (ed.) et al., Transformation – a fundamental idea of mathematics education. New York, NY: Springer (ISBN 978-1-4614-3488-7/hbk; 978-1-4614-3489-4/ebook). 127-134 (2014).

Summary: The transition from school to university is a challenge for all students as the teaching-learning cultures and the types of mathematics are very different and require from students large efforts of adaptation. A deeper understanding and research into the features of this transition is necessary for informing institutions and their teachers to better support students in the transition phase. Vice versa, a backwards transition from university to school is part of every teachers' biography and includes particular challenges. On an institutional level, the backwards transition is concerned with updating school curricula by taking new developments of mathematics and science at university level into account. The paper elaborates these problems and provides an introduction into the set of papers that are concerned with transitions and transformations on a personal and institutional level.

*Classification:* D20

*Keywords:* teaching-learning process; transformation; transition

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