



Diversity of Experience in Four European Countries

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My contribution is linked to a certain extent to Marie Kubínová's contribution on Graphic Timetables. However, here I would like to focus more on the way problems within the *Socrates Comenius Project IIATM (Implementing Innovative Approaches to the Teaching of Mathematics)* are elaborated and trialled.

The partnership of the project consists of four countries – the Czech Republic, Germany, Greece and the United Kingdom. Each partner has a group of 3-5 collaborating practicing teachers and is responsible for one Unit. During their common meetings, problems are suggested (mostly by the teachers themselves) to be used within the Unit. These are elaborated in a team and then trialled at schools. It is necessary to stress that the trials are done during normal teaching with the number of students customary in the country (usually 25-30). The trials are recorded by the teachers in pre-prepared tables so that their results can be communicated to others. If possible, the teaching is video or audio recorded. The tables and recordings are basis of the whole team reflections which focus on the evaluation whether the problem met our needs and goals. Some modifications are made and further trials done if necessary.

The problems successfully trialled in one country are sent to the other three countries where some of them are used at schools, too (depending on whether they fit the national curriculum). If possible, partners visit schools in the other countries to see the trials of their problems in practice. Reports of trials are sent to the Unit proposers who use them as a feedback and for the description of their Unit in the publication. It will be a distinctive feature of the project publication that most of the materials will have been trialled in the classrooms of four countries. In this way, we hope to illustrate the diversity of approaches and national specifics.

Even at this stage of the project, it appears that although the mathematical curriculum in the four countries is similar, the teachers' approach to its implementation is very different, with not only differing teaching strategies, but different content, too.

My contribution will have a format of a poster. It will focus on the illustrations of the above goals. Problems from the Unit on *Functional Thinking* will be used which have been trialled in several countries and the results of these trials will be illustrated by students' work, teachers' comments, etc.

A part of the project publication will be presented too, with the aim to get some feedback from both researchers and practicing teachers on its content and mainly on its structure and way of presenting mathematical and didactic materials.

References

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