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Problems in the teaching of arithmetic: records in French school notebooks (1870-1914)

Abstract :

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Problems in the teaching of arithmetic: records in French school notebooks (1870-1914)  
Problems gained prominence in the teaching of arithmetic in French legislation in the late 19th century with proposals to include knowledge for social life and development of moral values (Sarrazy, 2003) in official education documents. Based on that fact, this study aims to analyze how problems were present in French primary school based on what was recorded in school notebooks. The period between 1870 and 1914 was approached by D'Enfert (2006) in his studies on the teaching of arithmetic in French schools according to official documents, in which the author identified that time period as a moment of educational renewal, as proposed by Republican School. The sources for this research are 13 primary school students' notebooks, which are part of the University of Limoges (in France) library's collection. They contain records of mathematics classes in two different ways: seven of them contain monthly classroom work, whereas six of them contain daily classroom work. Considering that a school notebook is a product and also a producer of school culture (Gvisirtz, Larrondo, 2008), we aim to conduct an analysis of the sources so as to identify the distance between what was proposed for the teaching of problems and what was actually done in classrooms, based on what was recorded in the notebooks regarding the use of arithmetic problems. The results of this research are organized around the following aspects: how often problems were used in math classes, which contents were approached in the problems, which themes were used, how solutions and answers were recorded, among other aspects. Besides, this research work identifies

relations between the guidelines for the primary studies certificate exam and the proposals involving problems contained in the students' notebooks. Keywords: arithmetic problems, Republican School, students' notebooks, arithmetic classes. Referências D'Enfert, Renaud. (2003). L'enseignement mathématique à l'école primaire de la Révolution à nos jours: Textes officiels – Tome 1: 1791-1914. PULIM – Press Universitaires de Limoges. Sarrazy, Bernard. (2003). Le problème d'arithmétique dans l'enseignement des mathématique à l'école primaire de 1887 à 1990. Carrefours de l'éducation, n. 15, jan./jun., pp. 82-1001. Gvirtz, Silvina; Larrondo, Marina. (2008). Os cadernos de classe como fonte primária de pesquisa: alcances e limites teóricos e metodológicos para sua abordagem. In: Mignot, Ana Crystina Venancio (Ed.). Cadernos à vista: escola, memória e cultura escrita. Rio de Janeiro: EdUERJ, pp. 35-48.