

**ICHME-5 Fifth International Conference on the History of Mathematics
Education
Utrecht, the Netherlands, September 19-22, 2017**

**From the circulation of ideas about the teaching of mathematics to its institutionalization
in teacher training (1890-1970) - the role of *experts***

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Abstract

"The circulation of ideas about teaching mathematics and its institutionalization in teacher training (1890-1970) – the role of the *experts*" is the subject of a postdoctoral research that is underway at the *Université de Limoges*, derived from the Project of International Cooperation CAPES-COFECUB 807-14². For the second biennium, 2016-2017, research is being carried out to analyze international flows from one country to another, in the case Brazil/France, specifically in the context of the circulation of ideas about teaching mathematics and its institutionalization in teacher training (1890-1970) – the role of *experts* in the systematization of knowledge in this formation. In this research, we have tried to apprehend the formations proposed by primary course inspectors (*experts*) to teachers training or teacher in exercise, case of France, through preparatory courses. The research questions are "What is the role of the *expert* in the systematization of knowledge present in teacher education?" And "How is the circulation of ideas about the teaching of mathematics and its institutionalization in teacher training based on the influence of the *experts*? ". To inquire about the institutionalization of knowledge present in teacher training and about what lead some knowledge to become objective, others not, can point to processes of transformation, which are subject to the present. The nature of the research that is being carried out at this postdoctoral stage is historical-comparative, whose theoretical and methodological guiding principles will follow the assumptions of Cultural History. Results of research carried out in Brazil have indicated that the "teaching of mathematics is influenced by researches and methods developed and perfected by scholars of other countries "(SOUZA, 2016, p.7). This study intends to investigate the role of *experts* in the objectification of mathematical knowledge in teacher training. Results of the research, in the initial phase, will be presented at the event.

Keyword: *experts*; teacher training; history of mathematical education.

SOUZA, C. A. Circulação e apropriação de ideias em Educação Matemática –aproximações. 2016. 421 p. Tese de doutorado. Programa de Pós Graduação em Educação. Área de Concentração: Ensino de Ciências e Matemática. Faculdade de Educação da Universidade de São Paulo

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²The cooperation project is entitled: The teaching of mathematics in primary school in the nineteenth-twentieth centuries: comparative studies between Brazil and France, and has been coordinated by professors Dr. Renaud d'Enfert, Université de Paris, and Wagner Rodrigues Valente, of the Federal University of São Paulo, with the cooperation of Prof. Dr. Marc Moyon of the University of Limoges, France.