

TABLE OF CONTENTS

PREFACE	xi
1 INTRODUCTION	1
1 MOGENS NISS, WERNER BLUM & PETER GALBRAITH Introduction	3
2 PLENARIES	33
2.1 CLAUDI ALSINA Less chalk, less words, less symbols ... more objects, more context, more actions	35
2.2 MORTEN BLOMHØJ & TOMAS HØJGAARD JENSEN What's all the fuss about competencies?	45
2.3 JERE CONFREY & ALAN MALONEY A theory of mathematical modelling in technological settings	57
2.4 HELEN M. DOERR What knowledge do teachers need for teaching mathematics through applications and modelling?	69
2.5 PETER GALBRAITH Beyond the low hanging fruit	79
2.6 BRIAN GREER, LIEVEN VERSCHAFFEL & SWAPNA MUKHOPADHYAY Modelling for life: Mathematics and children's experience	89
2.7 GABRIELE KAISER & KATJA MAASS Modelling in lower secondary mathematics classroom – prob- lems and opportunities	99
2.8 HENRY POLLAK Mathematical modelling – A conversation with Henry Pollak	109

3	ISSUES IN APPLICATIONS AND MODELLING	121
3.1	EPISTEMOLOGY AND MODELLING	123
3.1.0	JERE CONFREY Epistemology and modelling – overview	125
3.1.1	FERDINANDO ARZARELLO, GIOVANNI PEZZI & ORNELLA RO- BUTTI Modelling body motion: An approach to functions using measuring instruments	129
3.1.2	KOENO GRAVEMEIJER Emergent modelling as a precursor to mathematical modelling	137
3.1.3	GILA HANNA & HANS NIELS JAHNKE Proving and modelling	145
3.1.4	RICHARD LEHRER & LEONA SCHAUBLE A developmental approach for supporting the epistemolo- gy of modelling	153
3.1.5	RICHARD LESH & CAROLINE YOON What is distinctive in (our views about) models and mod- elling perspectives on mathematics problem solving, learning, and teaching?	161
3.1.6	RUDOLF STRÄSSER Everyday instruments: On the use of mathematics	171
3.2	AUTHENTICITY AND GOALS	179
3.2.0	PETER GALBRAITH Authenticity and Goals – overview	181
3.2.1	CINZIA BONOTTO How to replace word problems with activities of realistic mathematical modelling	185
3.2.2	EVA JABLONKA The relevance of modelling and applications: Relevant to	193

	whom and for what purpose?	
3.2.3	TORULF PALM Features and impact of the authenticity of applied mathematical school tasks	201
3.2.4	RALPH SCHWARZKOPF Elementary modelling in mathematics lessons: The interplay between “real-world” knowledge and “mathematical structures”	209
3.3	MODELLING COMPETENCIES	217
3.3.0	BRIAN GREER & LIEVEN VERSCHAFFEL Modelling competencies – overview	219
3.3.1	HERBERT HENNING & MIKE KEUNE Levels of modelling competencies	225
3.3.2	MIHAELA SINGER Modelling both complexity and abstraction: A paradox?	233
3.3.3	DIRK DE BOCK, WIM VAN DOOREN & DIRK JANSSENS Studying and remedying students’ modelling competencies: Routine behaviour or adaptive expertise	241
3.3.4	KEN HOUSTON Assessing the “phases” of mathematical modelling	249
3.3.5	ZALMAN USISKIN The arithmetic operations as mathematical models	257
3.4	APPLICATIONS & MODELLING FOR MATHEMATICS	265
3.4.0	ERIC MULLER & HUGH BURKHARDT Applications and modelling for mathematics – overview	267
3.4.1	MALCOLM SWAN, ROSS TURNER & CAROLINE YOON, WITH ERIC MULLER The roles of modelling in learning mathematics	275
3.4.2	LYNN ARTHUR STEEN & ROSS TURNER WITH HUGH BURKHARDT Developing mathematical literacy	285

3.4.3	SØREN ANTONIUS , CHRIS HAINES, THOMAS HØJGAARD JENSEN & MOGENS NISS WITH HUGH BURKHARDT Classroom activities and the teacher	295
3.4.4	DANIEL PEAD & BILL RALPH WITH ERIC MULLER Uses of technologies in learning mathematics through modelling	309
3.5	MODELLING PEDAGOGY	319
3.5.0	HANS-WOLFGANG HENN Modelling pedagogy – overview	321
3.5.1	OLIVE CHAPMAN Mathematical modelling in high school mathematics: Teachers’ thinking an practise	325
3.5.2	THOMAS LINGEFJÄRD Mathematical modelling in teacher education – necessity or unnecessarily	333
3.5.3	STEPHAN HUSSMANN Building concepts and conceptions in technology-based open learning environments	341
3.5.4	DJORDJE KADIJEVICH Towards a wider implementation of mathematical model- ling at upper secondary and tertiary levels	349
3.5.5	AKIO MATSUZAKI How might we share models through cooperative mathe- matical modelling? Focus on situations based on individ- ual experiences	357
3.6	IMPLEMENTATION AND PRACTICE	365
3.6.0	THOMAS LINGEFJÄRD Implementation and Practice – overview	367
3.6.1	MICHÈLE ARTAUD Some conditions for modelling to exist in mathematics classrooms	371
3.6.2	WILFRIED HERGET & MARLENE TORRES-SKOUMAL Picture (im)perfect mathematics!	379

3.6.3	EWA LAKOMA	387
	Learning mathematical modelling – from the perspective of probability and statistics education	
3.6.4	GEOFF WAKE	395
	Considering workplace activity from a mathematical modelling perspective	
3.7	ASSESSMENT AND EVALUATION	403
3.7.0	PETER GALBRAITH	405
	Assessment and evaluation – overview	
3.7.1	SØREN ANTONIUS	409
	Modelling based project examination	
3.7.2	CHRISTOPHER HAINES & ROSALIND CROUCH	417
	Mathematical modelling and applications: Ability and competence frameworks	
3.7.3	JERRY LEGÉ	425
	“To model, or to let them model?” That is the question!	
3.7.4	ROSS TURNER	433
	Modelling and applications in PISA	
3.7.5	PAULINE VOS	441
	Assessment of applied mathematics and modelling: Using a laboratory-like environment	
4	EDUCATIONAL LEVELS	449
4.1	MARIA SALETT BIEMBENGUT	451
	Modelling and applications in primary education	
4.2	TOSHIKAZU IKEDA	457
	Possibilities for, and obstacles to teaching applications and modelling in the lower secondary levels	
4.3	GLORIA STILLMAN	463
	Upper secondary perspectives on applications and Modelling	

4.4	CLAUDI ALSINA Teaching applications and modelling at tertiary level	469
4.5	THOMAS LINGEFJÄRD Modelling in teacher education	475
5	CASES IN APPLICATIONS AND MODELLING	483
5.1	KATIE MAKAR & JERE CONFREY Moving the context of modelling to the forefront: Preservice teachers' investigations of equity in testing	485
5.2	CHRISTINE SUURTAMM & GEOFFREY ROULET Modelling in Ontario: Success in moving along the continuum	491
5.3	GLORIA STILLMAN Implementation case study: Sustaining curriculum change	497
5.4	CYRIL JULIE & VIMOLAN MUDALY Mathematical modelling of social issues in school mathematics in South Africa	503
6	BIBLIOGRAPHY	511
	INDEX	519