



From visiting monuments to questioning the world – using an anthropological theory of didactic (ATD) approach in stem

Dorte Moeskær Larsen, Adjunkt ved Forskningscenter for Naturvidenskabelig Uddannelse og Formidling, SDU

<https://portal.findresearcher.sdu.dk/da/persons/dmla>

The implementation of inquiry proposals in mathematics collides with many constraints related to pedagogical paradigms, whereby students visit mathematical content and methods without reflecting on whether the answers obtained are relevant. We need to establish alternative situations in which students can understand the world around them by addressing meaningful problems and elaborating new questions – a shift from visiting statistical content to the paradigm of questioning the world. In the paradigm of questioning the world, students follow many different paths; they must search for established answers, develop derived questions, study and validate knowledge, and share their results. In this presentation “Question and Answer-diagram” and “praxeology” will be presented as analytical methods and some results from the LabSTEM-project will be the focal point.