Zeitschrift: L'Enseignement Mathématique
Herausgeber: Commission Internationale de l'Enseignement Mathématique
Band: 30 (1984)
Heft: 1-2: L'ENSEIGNEMENT MATHÉMATIQUE

Artikel: THE INFLUENCE OF COMPUTERS AND INFORMATICS ON MATHEMATICS AND ITS TEACHING
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Kapitel: 3.5. The training of teachers
DOI: https://doi.org/10.5169/seals-53826

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3.4. Assessment and recording

The teacher often understands the assessment of his pupils' learning in the restricted sense of evaluation through examinations, while assessment of teaching is usually ignored. The computer, however, now makes possible a variety of ways of controlling assessment, ranging from the presentation of exercises to students to the management of individual files. The use of the computer to construct and to conduct evaluatory tests has hardly been experimented with up to now except in the teaching of computer science itself. Should we foresee a general development in the growth of examinations "on a computer", and if so how are such tests to be designed?

The notion of control and evaluation can also be extended to what happens when we use a computer. The juxtaposition of the output from a computer with mathematical results is specially relevant to such "experimental control". At the end of this report it is time to mention the usefulness of results which do not correspond to what has been foreseen and to those programs which do not function perfectly. It is obviously helpful to recall that frequently programs will not work at the first attempt. What is the mathematical interest in such mistakes?

3.5. The training of teachers

We have referred above to the problem of the content of teacher-training. It is equally advisable to question the form that this training should take, particularly the provision of in-service education for practising teachers. What can be envisaged if we think of "light" in-service training —day-release or short-term courses—and what if teachers can be given at least one year's complete leave of absence from teaching? But even this last is not sufficient considered in the context of the gradual evolution of materials and software. Here it would seem essential to open local support centres designed to provide a follow-up to such courses, to supply up-to-date software and to encourage teaching experiments. It would be a great pity if interest in computers and informatics resulted in the establishment of "heavy" administrative machinery, distant from most teachers, in which decisions relating to teaching were taken. What networks (local, regional, national, international) is it advisable, therefore, to set up and what type of connections must be established between them?