

THE PLACE VALUE TABLE IN THE LOGOS II PROJECT MODULES: A HISTORICAL EXPERIENCE IN TEACHER TRAINING

Abstract

This article aims to analyze how the place value framework (QVL) integrated the Mathematics Didactics discipline of the Logos II Project modules, which is a training course for teachers in vogue in the 1970s to 1990s. also an experience with professors and future teachers who participated in a pedagogical workshop entitled "Didactics of Mathematics: a historical perspective" at the Postgraduate Meeting on Education (INTEGRAP 2017), held at UNESP in Rio Claro. As sources, the Logos II Project modules were used, as well as the report of the participants on the experience with workshop participants. In the theoretical-methodological referential was used the concepts of criticism to Bloch's document and Ginzburg's Indigenous Paradigm. The results indicate that, in addition to the theories of Jean Piaget and John Dewey, the QVL was related to the gold material of Maria Montessori, as well as the ideals of the Modern Mathematics Movement, mainly in the adoption of set theory. In addition, all workshop participants reported that they did not know the QVL, and considered it a useful teaching tool in teaching the four operations.

Keywords: Lay Teachers. Teacher training. History of Education.