

Seminar in Mathematics Education

Thursday 4, February, 10.00-12.00 in J2-009

**Kenneth Ruthven** (University of Cambridge) and **Emeritus Professor Colette Laborde** (IUFM, Université Joseph Fourier, Grenoble)

**Design Tools in Didactical Research: Instrumenting the Epistemological and Cognitive Aspects of the Design of Teaching Sequences**

Professor Kenneth Ruthven and Emeritus Professor Colette Laborde will lead an interactive seminar on issues arising from a paper they co-authored (with two other researchers) which appeared recently.

**Abstract:** European programs of design research have developed distinctive types of apparatus to structure and support the process of didactical design. This article illustrates how intermediate frameworks and design tools serve to mediate the contribution of grand theories to the design process, by coordinating and contextualizing theoretical insights on the epistemological and cognitive dimensions of a knowledge domain for the particular purposes of designing teaching sequences and studying their operation. The development and analysis of intermediate frameworks and design tools of these types provides a promising approach to establishing a public repertoire of theoretically informed apparatus for didactical design.

*Those intending to attend the seminar are invited to read the paper in advance:*

Ruthven, K., Laborde, C., Leach, J., & Tiberghien, A. (2009). Design Tools in Didactical Research: Instrumenting the Epistemological and Cognitive Aspects of the Design of Teaching Sequences *Educational Researcher*, Vol. 38, No. 5, pp. 329–342

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