



The shift of contents in prototypical tasks used in education reforms

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Abstract. The paper discusses the shift of contents in prototypical tasks provoked by the current educational reform in Austria. The paper starts with the educational backboard of the process of changes in particular with the outfitting of the students' abilities in different taxonomies and its implementation in the competence models of Mathematics. A methodological didactical point of view on the process is given additionally. Examples out of a specific collection of math problems which arise from the educational reform are integrated and analysed in the context of educational principles and methods. The discussion ends with a short evaluation of the role of traditional approaches to tasks in the ongoing reform. A bundle of tasks as proof that they are still alive is presented finally.

Key words and phrases: educational frame, prototypical tasks of mathematical problems.

MSC Subject Classification: 97B50, 97D40, 97D50.

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(Received July, 2021)