

Elicer, R. & Tamborg, A. L. (2023). From policy to resources: programming, computational thinking and mathematics in the Danish curriculum. *Nordic Studies in Mathematics Education*, 28(3-4), 221–246.

Abstract

This article investigates the relations between mathematics and programming and computational thinking (PCT). In scholarly knowledge, PCT is juxtaposed as an aid to mathematical problem solving, but also integrated as a collection of practices common to both domains. This knowledge is being turned into curriculum and teaching resources developed for Danish compulsory schools (students aged 6–15), in the context of a pilot project to embed a new technology comprehension subject into mathematics. In the curriculum, PCT is being juxtaposed to mathematics. The teaching resources are predominantly integrated, but lacking connections to mathematical problem solving and modelling. These misalignments are both missed opportunities and a leeway for a cautious integration in teaching practice.

Raimundo Elicer

Raimundo Elicer is a postdoctoral researcher at the Center for Digital Education, Department of Science Education at University of Copenhagen. He is currently investigating the interplay between the teaching and learning of mathematics and computational thinking. His earlier research focused on critical issues of probability and statistics education.

Andreas Lindenskov Tamborg

Andreas Lindenskov Tamborg is assistant professor at the Center for Digital Education, Department of Science Education at University of Copenhagen. His research concerns implementation issues related to computational thinking and digital education in the context of STEM subject with as specific interest in mathematics education.