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Document Analysis of Teacher Education Curricula in Morocco: Focusing on Mathematical Modeling

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Abstract

A principal component of mathematics education is mathematical modeling, which serves as a training tool for aspiring instructors as well as a skill that students must learn. The teaching of modeling is becoming a significant concern in the Moroccan setting, where experts are favoring open problems and sophisticated problem-solving scenarios. In this article, we look for mathematical modeling in Moroccan math teachers' initial training. The official Moroccan curricula for mathematics preservice teachers' training, as created and approved by the national Regional Centers for Education and Training Professions, are the main subject of the analysis. This study focuses on middle school and high school cycles. We explored training syllabi related to professional skills, focusing our research on skills and training axes. The results show that the skills and training axes indicated by the syllabi do not treat mathematical modeling as a primary component, either theoretically or in terms of professional practice.

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