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**Positions and purposes for contextualisation in mathematics education in South Africa.**

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Summary: In this article, papers reviewed in the position paper relating to questions of contextualisation in mathematics education are analysed and used to develop a tentative framework consisting of two aspects. The first aspect relates to the *position* taken on contextualisation with three categories identified ('advocacy', 'advocacy but . . . ' and 'does not advocate'). The second aspect relates to the underlying *purpose* for which contextualisation is used with four key motivations emerging within the sample ('mathematical', 'utilitarian', 'cultural affirmation' and 'critical democratic citizenship'). Taken together, the two aspects can be combined into a tentative framework which can be used as an analytical tool that allows for an initial dis-aggregation of the broader literature in the area of contextualisation in mathematics education, as well as for thinking about the design and use of contextualised tasks.

*Classification:* C30 D20

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