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**Interdisciplinary learning and perceptions of interconnectedness of mathematics.**

Woo, Jeong-Ho (ed.) et al., Proceedings of the 31st annual conference of the International Group for the Psychology of Mathematics Education, PME, Seoul, Korea, July 8–13, 2007. Vol. 1-4. Seoul: The Korea Society of Educational Studies in Mathematics. Part 2, 185-192 (2007).

Summary: This paper studies the effect of interdisciplinary project work on Singapore students' perceptions of mathematics. Interdisciplinary project work aims to prepare students for the knowledge-based economy, emphasise links within and between school subjects and core skills such as communication. Two scales measuring perceptions of the interconnectedness of mathematics were completed by 409 students aged from 12–14, in 3 schools, before and after participating in a 12–16 week project. Amongst statistically significant changes was a relatively moderate increase in scores on the interconnectedness scale after project work. Students in different ability streams perceived and used interconnectedness in different ways both before and after the project work. Teaching emphasis on conscious integration of subject areas is needed.

*Classification:* C23 A63

*Keywords:* perception of mathematics; student beliefs; lower secondary; empirical investigations