

**ZMATH 2008b.00481**

**Julie, Cyril; Mudaly, Vimolan**

**Mathematical modelling of social issues in school mathematics in South Africa.**

Blum, Werner (ed.) et al., Modelling and applications in mathematics education. The 14th ICMI study. New York, NY: Springer (ISBN 0-387-29820-7/hbk). New ICMI Study Series 10, 503-510 (2007).

Summary: Learners' and teachers' engagement with the mathematical modelling of social issues is the focus of this chapter. It is contended that the mathematical modelling behaviour of both learners and teachers is dominated by mathematical modelling as a vehicle for "entry into mathematics". This, it is suggested mitigates against the development of a "mathematical temper". It is recommended that more emphasis be placed on mathematical modelling "as content" which would open windows of opportunity to deal with social issues in school mathematics.

*Classification:* M13 C73 C29 D33

*Keywords:* mathematical modelling; teaching experiments; South Africa; social issues; teacher attitudes