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**Developing mathematical literacy through project work: a teacher/teaching perspective.**

Pythagoras (Pretoria) 64, 37-44 (2006).

Summary: The implementation of the new Mathematical Literacy curriculum in South Africa is assuming several different conceptions of mathematics and therefore also being realised through a range of different pedagogies. In this paper I begin from a particular privileging of a critical perspective in mathematics education, which I argue is one (among others) of the forces shaping the new South African curriculum reforms, particularly the Mathematical Literacy curriculum. If so, then the case for a specific pedagogy, that of project work, can be shown to support the development of a mathematical literacy from a critical perspective. In this paper a particular set of conceptual tools, principles and practices associated with project work, as developed in the Scandanavian context but researched in South Africa, are elaborated from the perspective of teachers/teaching of mathematical literacy.

*Classification:* D40 D30

*Keywords:* project method; application oriented teaching; interdisciplinarity; exemplarity; educational diagnosis; instructional modes