ZMATH 2004e.03955

Carraher, David W.; Schliemann, Analúcia D.

Is everyday mathematics truly relevant to mathematics education?

Brenner, Mary E. et al., Everyday and academic mathematics in the classroom. National Council of Teachers of Mathematics, Reston, VA (ISBN 0-87353-510-3). 131-153 (2002).

Early research in everyday mathematics lent support to diverse and often contradictory interpretations of the roles of schools in mathematics education. As research has progressed, we have begun to get a clearer view of the scope of learning out of school and its possible contributions to learning in school. In order to appreciate this view, it is necessary to carefully scrutinize concepts of real (as in "real life"), utility (or usefulness), and context, as well as the distinction between concrete and abstract. These concepts are crucial for determining the relevance of everyday mathematics to mathematics education, yet each concept is deeply problematic. The tension between knowledge and experience acquired in school and those same qualities acquired out of school is not a topic of mathematics. However, it deserves to be a fundamental topic in mathematics education. (Authors' abstract)

Classification: D30