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The transreform approach to the teaching and learning of mathematics: re-viewing the math wars.

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Summary: It started with the question “How can (and will) teachers of mathematics in Canada both change the strategies and approaches that they use to teach mathematics AND infuse First Nations, Métis and Inuit content, perspectives, and ways of knowing into that teaching?” and with the then unjustified belief that the two undertakings were somehow connected. This study uses the theoretical lenses of two different worldviews to analyze the new teaching and learning expectations proposed within the Western and Northern Canadian Protocol Common Curriculum Framework documents to explore the possibility of such connections. Further, the results of our analysis give rise to a new approach to the teaching and learning of mathematics that resides beyond reform approach on the math wars continuum: the transreform approach to the teaching and learning of mathematics.

Classification: D30 D40 C60 A30

Keywords: transreform approach; math wars; indigenous worldview; traditional western worldview; teaching and learning mathematics

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