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Learning about mathematics learning with 'ardinas' at Cabo Verde.

Gates, Peter (ed.) et al., Mathematics education and society, MEAS/MES 1. Proceedings of the international conference, Nottingham, UK, September 6–11, 1998. Nottingham: Nottingham University (ISBN 0-9533812-0-X). 394-400 (1999).

Among several mathematics education researchers learning is starting to be seen as a social practice (Lave, 1988) and this idea is now being used to look into school mathematics learning (Adler, 1996; Boaler, 1998; Santos, 1997). However, several questions emerge when we intend to think about school learning from this point of view. Lave's results come from studies on adults in situations with relevant differences from schooling. For instance, practices in which adults were involved in Lave's studies were deeply connected to a (chosen) process of becoming. However, it is growing among us a strong belief that, for most of young people (12 to 15 years old) schooling is not explicitly associated to a process of becoming but it is a transitory life-space. Becoming is not the intentionality and purpose of pupils' school practice. Therefore we feel the need to clarify the meaning of learning as social practice, particularly in these aspects that we see as fundamental. (Abstract)

Classification: C30

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