

TEACHING MATHEMATICS FOR SOCIAL JUSTICE IN TVET COLLEGES

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Short description of the Workshop Groups: organizers, aims and underlying ideas

Type a short description of the organizers, aims and underlying ideas characterising your thematic afternoon activity here.

The organiser is Ms Siphokazi Winniefred Vimbelo from Cape Peninsula University of Technology in South Africa. The workshop will be about teaching mathematics for social justice in TVET colleges. Mathematics is often seen as the most neutral of discipline within a given curriculum, one that is removed from the arguments and controversies of politics and social life (Yeh & Otis, 2019). However, in reality, it is like all other disciplines of learning- it sits within larger fields of social, cultural, and political beliefs and practices (Greenstein & Russo, 2019). It can serve as a powerful means for developing students' understanding of issues of social justice and the students are likely to develop an understanding of both social justice issues and mathematical concepts. One of the greatest challenges in learning to teach mathematics for social justice is a requirement for negotiation and integration of mathematical goals with social justice goals (Yeh & Otis, 2019). Teaching mathematics through social justice becomes a way to make the learning more relevant to students' real – life examples (Harrison, 2015). Hence the workshop on teaching mathematics for social justice. The workshop will consist of 4 components:

- Narratives – participants will be writing narratives about their current praxis and will shared.
- Brainstorming – PowerPoint presentation and Gutstein's book will be used but we will focus only on his projects.
- Implementation – Participants will be designing lessons based on TMfS and lesson will be presented.
- Reflexive Activity – participants will be reflecting on the workshop and lessons and write narratives

Planned structure:

Insert the planned structure of the workshop in the table below. You can insert rows if needed.

Planned timeline	Planned activity	Working format /Responsible person
20 minutes	Narratives- about current praxis	Templates
20 minutes	Brainstorming	Power Point slides (Gugu's story and Gutstein's book (2006) "Reading and writing the world with mathematics").
30 minutes	Implementation – lesson presentations	Gutstein's projects to be used
20 minutes	Reflexive activity	Template

Last names of the organizers

Venue requirement:

Indicate the requirement of the venue capacity and facilities here.

It can be written in English or Chinese.

References

Greenstein, S., & Russo, M. (2019). Teaching for Social Justice through Critical Mathematical Inquiry. Occasional Paper Series, 2019(41).

Harrison, L. (2015). “Teaching Social Justice through Mathematics.: A Self-Study of Bridging Theory to Practice”. Middle Grades Review, vol 1(1).

Yeh, C., & Otis, B.M. (2019). Mathematics for whom: Reframing and Humanizing Mathematics. Occasional Paper Series.