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Learning contexts and the promotion of mathematical literacy

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ABSTRACT

In today's society, we are constantly subject to a large volume of information from the most diverse domains and from the most varied sources. This requires us to mobilize skills, most often with a mathematical character, to filter, read and critically interpret this information. Furthermore, we need to be able to recognize the mathematical nature of a situation (problem) and formulate it in mathematical terms, and then use the mathematical concepts, algorithms and procedures taught in schools to solve it (OECD, 2018). There are thus challenges for teachers because, as Silva (2002) states, the problem of quantitative literacy is largely a problem of the mathematics that is taught and of how it is taught, so it essentially results in a pedagogical issue. In this perspective, the following questions, among others, can be raised: What learning scenarios can contribute for students to acquire the necessary mathematical knowledge and skills to allow them to make more conscious decisions in their daily lives, currently and in the future? In addition to solving problems related to reality, are there important skills that can result from other types of approaches? What is the teacher's role in this whole process? How can students' mistakes and difficulties be used to benefit their own learning and the development of different skills?

With this intervention, I intend to contribute to a debate on these aspects and present some reflections on experiences in certain learning scenarios, which have already been carried out, or which are considered to have some potential to help promote mathematical literacy.

KEYWORDS

Learning scenarios, Tasks, Mathematical literacy, Errors

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