

1035-J1-235

Anass Bayaga* (abayaga@ufh.ac.za), University of Fort Hare, Faculty of Education, (SITE), 50 Commissioner St., East London, 5200, South Africa. *South Africa Social Influences and Mathematics Education*. Preliminary report.

South Africa social influences and Mathematics Education

This paper looks on what notion of 'the individual' are left with by the South African society in Mathematics Education. The answer to this question partly depends on how one conceptualises relationship between individual and social structure. Many research and implementation efforts in South Africa education has been to promote learning with understanding. Nonetheless, achieving this goal has been like searching for the Holy Grail. The words "slow and difficult to achieve" best describe the classroom changes which suggests' guidelines for improving South Africa mathematics education. As the full impact of socio constructionism on the concepts of mathematical principles become clear in the new democratic South Africa, it is obvious that a radically different concept of personhood, or subjectivity, be offered. Meanwhile, the different societies in South Africa (Blacks, Whites, coloured and Indians) are faced with the problem of their own persistence. Thus it is imperative 'heart' and 'mind' continue to inform the 'hand' that the humanistic and the scientific stance of integrating mathematics education increases in joining and finding expression in the social setting. (Received August 22, 2007)