

**MATHEMATICS LEARNING IN THE SOCIAL CONTEXT: RECONCILING INDIVIDUAL
CONSTRUCTION WITH ENCULTURATION INTO THE MATHEMATICAL PRACTICES OF WIDER
SOCIETY**

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Abstract*

This presentation discusses observations and findings of classroom-based research focused on ways of developing children's mathematical understanding through authentic, situated activities. Instructional and heuristically structured activities were used to foster discussion, argumentation and resolution among alternative constructions, allowing children to engage in the social construction of notions compatible with ideas that had evolved historically, through social and cultural forces in the wider community.

* Paper not available for publication