WHAT DO GRADE 4 EASTERN CAPE LEARNERS THINK MATHS IS?

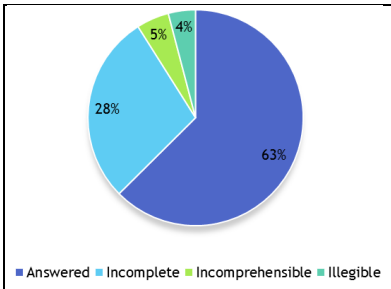
Diliza Hewana and Mellony Graven

South Africa Numeracy Chair Project, Rhodes University

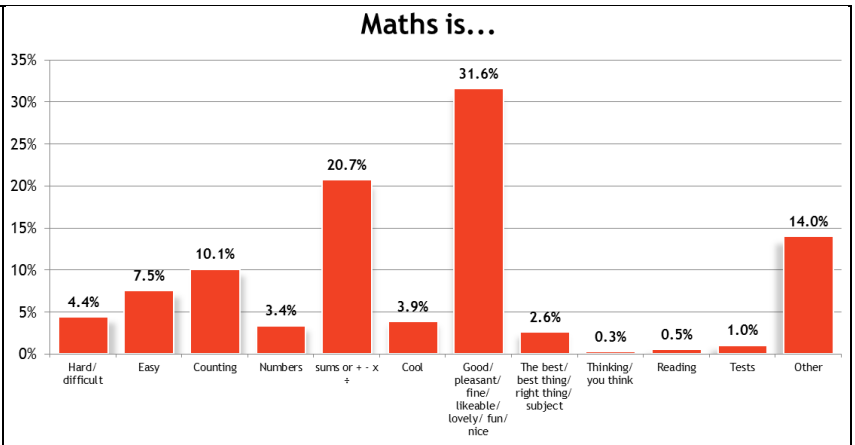
In 2012, as part of the South African Numeracy Chairs Project which works with twelve schools in the broader Grahamstown area, we gathered data on learner mathematical dispositions in the form of orally administered questionnaires. The instrument was given to Grade 3 and Grade 4 learners across all participating schools in the Numeracy Inquiry Community of Leader Educators (NICLE). In this poster we share the findings of the 614 Grade 4 learner responses to the complete the sentence item: Maths Is…….

All response sheets were transcribed and coded using the program textalyser. If a word only appeared once in the entire sample it was classified under 'other'. An exception was made for the response 'thinking' which only appeared once but we have included it because we regard this as a response that we would like to see more of in the future. Across all schools the vast majority of learners provided only one word responses to the item (the number of word average provided by textalyser for our data on each of our schools was 1). A small number of learners provided more than one word and so their response could have been recorded in two categories in the table. For example: Maths is: 'sums and good'.

A summary of our data and graphs in relation to the item 'Maths is…' from the instrument is shown in the graphs below:



Responses obtained from Gr 4 learners-2012



Grade 4 "Maths is.." results - 2012

The pie chart shows that only 63% of learners were able to provide a response that was recordable. The key responses that emerged from the 63% of learners who answered this question are summarized in the bar graph.

The poster will include the instrument from which this data is derived, the graphs of summary data and a summary of findings, insights and implications from these graphs.

Hewana, D & Graven, M. (2013). What do Grade 4 Eastern Cape learners think maths is? In Z. Davis & S. Jaffer (Eds.), *Proceedings of the 19th Annual Congress of the Association for Mathematics Education of South Africa*, Vol. 2. (pp. 117). Cape Town: AMESA.