


# Studying dilemmas of mathematics teaching in Southern Africa



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**Background:** Learners in many countries in sub-Saharan Africa are underperforming in important subjects such as mathematics, and research in these contexts tends to focus on the lack of resources, insufficient teacher knowledge or poor quality in teaching as explanatory factors. This study has taken a different approach.

**Aim:** The study aimed at exploring how analysis of dilemmas that teachers encounter in the work of teaching mathematics may provide a productive approach to studying mathematics teaching in the African context.

**Setting:** The study was conducted in a rural Malawian Grade 1 classroom, where a teacher was teaching arithmetical notation to young learners.

**Methods:** A case study approach was applied, and data were gathered through video observations and interviews. Inductive analysis of observation data was applied to identify and unpack dilemmas of mathematics teaching.

**Results:** Two inherent dilemmas of the complex work of teaching mathematics have been identified and discussed. One dilemma was to decide when and how to present arithmetical notations in different modalities without losing the mathematical meaning. A second dilemma was to decide how to deal with unexpected learner errors while maintaining the planned focus of the lesson.

**Conclusion:** Considering dilemmas of teaching shifts the emphasis from evaluating the teacher to understanding and developing shared understanding of teaching as professional practice.

**Contribution:** The suggested shift in focus acknowledges the challenges of the local context without reverting to deficit views, and it contributes to developing a shared professional language.

**Keywords:** mathematics; teaching; arithmetical notation; early years; dilemmas; teacher education; Southern Africa; Malawi.

## Introduction

Research on mathematics teaching in sub-Saharan Africa often emphasises the low performance of learners, and there is a tendency to look at teachers' knowledge or the quality of teaching as explanatory factors (e.g. Graven 2016; Johnson, Hayter & Broadfoot 2000; Moloi & Chetty 2011; Nilsen & Gustafsson 2016). This study takes a different approach. Instead of evaluating teachers' knowledge or the quality of their teaching, we consider teaching as a complex work that teachers are faced with (Bell 2017; Mosvold 2016), and we seek to better understand this work by identifying types of situations that might occur where teachers are faced with a difficult choice. We refer to these situations as dilemmas, and we argue that considering dilemmas of teaching and their entailments might be a productive approach to research on mathematics teaching in the African context. Our emphasis on the importance of studying dilemmas is based on the understanding that most of the decisions made by the teacher during lesson enactment are based on the professional judgements of the teacher that are often made with little or no time to think. Using the analogy of a court of law, plausible judgements are often based on a good knowledge of how similar cases were handled in the past after a thorough examination of the context. As such, we also argue that the focus on dilemmas can contribute to the preparation and development of teachers in the African context.

## Theoretical background

### Trends in research on mathematics teaching

Research on mathematics teaching has often focused on identifying certain behaviours of teachers and considering their effectiveness. These tendencies are not surprising if we consider the history

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**In Our Own Image** Judy Seidman,1990      A Teaching Guide to Judy Seidman,1995      **Patrick van Rensburg** Kevin Shillington,2020-07-01 Patrick van Rensburg 1931 2017 was an anti apartheid activist and self made alternative educationist whose work received international recognition with the Right Livelihood Award in 1981 Born in KwaZulu Natal into what he described as a very ordinary South African family that believed in the virtue of racism Van Rensburg became a self styled rebel who tirelessly pursued his own vision of a brighter future for emerging societies in post colonial southern Africa His emotional and intellectual struggle against his upbringing and cultural roots led him to reject his life of white privilege in South Africa Determined to prevent the emergence of a privileged black elite in post colonial society he devoted his life to implementing an alternative egalitarian approach to education focusing on quality and functional schooling for the majority Rewarded with the internationally prestigious Right Livelihood Award for his unique contribution to education he saw this work as a necessary tool of development Exiled from South Africa in 1960 because of his involvement in the London boycott campaign that gave birth to the Anti Apartheid Movement Van Rensburg moved to Botswana then Bechuanaland There he founded cooperatives provided vocational training and was among the earliest educationists to espouse the discipline of development studies Perhaps his best known legacy is the Swaneng Hill School which he founded to provide an educational home for primary school dropouts through a curriculum that combined theory and practice and academic and manual labour He involved his pupils in building their school running it providing their own food and making their own equipment and furniture Van Rensburg was an innovative and charismatic visionary who captured the zeitgeist of the late twentieth century and whose work and vision still have resonance for debates in educational policy today      **International Books in Print, 1995** Barbara Hopkinson,[Anonymus AC01401231],1995      Resources in Education ,2000-04      *African Books in Print* ,1993      **Worldviews** ,1998      *Sociocultural Research on Mathematics Education* Bill Atweh,Helen Forgasz,Ben Nebres,2013-03-07 This volume the first to bring together research on sociocultural aspects of mathematics education presents contemporary and international perspectives on social justice and equity issues that impact mathematics education In particular it highlights the importance of three interacting and powerful factors gender social and cultural dimensions Sociocultural Research on Mathematics Education An International Perspective is distinguished in several ways It is research based Chapters report on significant research projects present a comprehensive and critical summary of the research findings and offer a critical discussion of research methods and theoretical perspectives undertaken in the area It is future oriented presenting recommendations for practice and policy and identifying areas for further research It deals with all aspects of formal and informal mathematics education and applications and all levels of formal schooling As the context of mathematics education rapidly changes with an increased demand for mathematically literate citizenship an increased awareness of issues of equity inclusivity and accountability and increased efforts for globalization of curriculum development

and research questions are being raised more than ever before about the problems of teaching and learning mathematics from a non cognitive science perspective This book contributes significantly to addressing such issues and answering such questions It is especially relevant for researchers graduate students and policymakers in the field of mathematics education

**Cambridge English for Schools 4 Teacher's Book** Andrew Littlejohn,Diana Hicks,1998-11-12 Cambridge English for Schools offers an exciting approach to English for students from eleven to sixteen years old The Teacher s Book is clear and comprehensive and includes an A Z of Methodology reference section Videos and tests are available separately for all levels of the course *An International Handbook of Tourism Education* David Airey,John Tribe,2006-08-11 As tourism matures as an academic subject and the number of tourism higher education providers continues to expand world wide there is an increasing interest in its educational aspects At the same time the development of research into education issues related to tourism means that there is now a developing literature on the subject This international handbook offers a timely evaluation of the sate of the art of tourism higher education The book brings together expert contributors from around the world to present current thinking and practice about what is now a major element of education provision world wide It is structured round four key themes Curriculum International perspective Teaching learning and assessment Resources progression and quality Its global survey of tourism education offers a comprehensive basis for comparative review In addition to setting out the development and current provision of tourism education it also addresses cutting edge issues such PhD education non formal education cultural issues in learning research and teaching e learning and e assessment It offers practical advice for the design delivery evaluation and resourcing of courses and concludes with a reflective agenda of issues for the future

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contributions to the book pick up the threads of the often collaborative work of the authors with Kress they show how these approaches were subsequently developed and discuss what future trajectories the authors see for them **EBOOK: Human Communication: South African edition** Stewart Tubbs,Sylvia Moss,Nicolette Papastefanou,2012-05-16 The new South African edition of Tubbs and Moss offers examples applications and cases tailored to the local market whilst retaining the successful focus on the principles and contexts of communication studies The authors link theory and research with fundamental concepts and create plentiful opportunities for students to apply their understanding and develop useful communication skills The new edition is fully updated with the most up to date reseach and examples with a strong focus on cultural diversity technology and local applications Research in Education ,1974 **The entangled legacies of empire** Paul Gilbert,Clea Bourne,Max Haiven,Johnna Montgomerie,2023-02-14 More than 25 experts from around the world have contributed to this unique and provocative book In a series of illuminating short essays each author has presented a striking image as an invitation to consider the ghosts of colonialism and imperialism in today s global economy In defiance of those who claim that today s capitalist system is free of racism and exploitation this book shows that the past is not behind us it defines our world and our lives This book takes the reader on a global tour from Malaysia to Canada from Angola to Mexico from Libya to China from the City of London to the Australian outback from the deep sea to the atmosphere Along the way we meet the financiers artists advertisers activists and everyday people who are grappling with the entangled legacies of empire The American Baptist Woman ,1993

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