

CO-CONSTRUCTION OF MATHEMATICS CURRICULUM: CONNECT A CRITICAL LITERACY PERSPECTIVE

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Abstract

This study aims to go into critical literacy involves the analysis and critique of the relationship among text, language, gender, power, social class, social practice, and so forth. In current curriculum reform contexts in Taiwan as well as active globalizing world, a mathematics teacher intended to introduce “critical literacy” concept to students and invite them to interpret and challenge inequities in society via co-construction approaches.

That is multiple methods are used to collect research data including participant observation, interviews and document analysis. Results of this study are as followings:

- I. The co-construction of critical literacy curriculum initiatives the Classroom Level began with the teacher and students deconstructing beliefs about mathematics as a culturally-neutral subject, as universal truth, as non-reasoning system, and as an exclusively Western discipline.
- II. The co-construction of critical literacy curriculum initiatives the Classroom Level were achieved through the teacher and students’ identification of specific ways and strategies to integrate multicultural or culturally relevant contents. That is, they proposed word problems that were culturally familiar, expressed their own language and lived experiences, scaffolder mathematics instruction through peer support learning, and even advanced to develop their own group assets for supporting their teaching and learning.
- III. The co-construction of critical literacy curriculum initiatives at Classroom Level promoted the mathematics teacher and students intending to use a range of approaches to advance their thinking and action level. Reflective practices were methods and techniques that help them on their experiences and actions in order to engage in a process of co-construction of critical literacy curriculum.

Keywords: Co-construction, Critical Literacy, Reflective Practice