



"Dónde conviene cambiar el cheque?" Conocimientos multiplicativos en alumnos jornaleros agrícolas migrantes [

2017

text (article)

Analítica

This article examines the problematic relationship between scholastic and extracurricular mathematical knowledge in the context of rural education of migrant agricultural day laborer students. Didactic and sociocultural perspectives are used to address the issue. We present the mathematical knowledge of four underage agricultural day laborers tasked with solving multiplication problems that involve ratio comparison. The problems were designed based on a common daily situation for migrant day laborers, deductions incurred while cashing checks. The results show that even when families do not make numerical calculations-strictly speaking-to choose where to cash their checks, the interviewed children exhibited arithmetic skills that allowed them to make the necessary comparisons and choose the one in which the collection was lowest. This resourcefulness shows, on the one hand, a variety of non-conventional procedures, while on the other also demonstrates the absence of certain scholastic knowledge that could facilitate these calculations. We raise some reflections regarding the possible links between scholastic and extracurricular mathematics

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Título: "Dónde conviene cambiar el cheque?" Conocimientos multiplicativos en alumnos jornaleros agrícolas migrantes electronic resource].]

Editorial: 2017

Tipo Audiovisual: menores jornaleros migrantes conocimientos matemáticos problemas multiplicativos matemáticas escolares matemáticas extraescolares underage migrant day laborers mathematical knowledge multiplication problems scholastic mathematics extracurricular mathematics

Documento fuente: Sinéctica, ISSN 2007-7033, N°. 49, 2017

Nota general: application/pdf

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Lengua: Spanish

Enlace a fuente de información: Sinéctica, ISSN 2007-7033, N°. 49, 2017

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