WORKING WITH PROJECTS: IS THIS EFFICIENT?

Viviana Giampaoli
Departamento de Estatística - Universidade de São Paulo, Brazil
vivig@ime.usp.br

In this work we intend to answer the following question: What are the pedagogical justifications to work with interdisciplinary projects involving statistics in the middle school mathematics classrooms? A constructivist response appears in a natural way in the literature related to mathematics and science education, in spite of the controversies about possible theoretical frames of reference. However, there are still some new questions that need to be answered: What is the main goal of knowledge? Should we teach the procedures and concepts from another area or discipline where the data come from, or should we teach only statistical concepts properly, or both? How can we guarantee the acquisition of objective knowledge without falling in positivism or ingenuous realism? Using an example project of work we will analyze these questions and will open them to debate.