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Realistic mathematics education from theory to practice

Abstract

This paper addresses realistic mathematics education (RME). The idea of RME was conceptualized in Netherlands and was determined by Freudenthal's view about mathematics. It proposes that mathematics must be connected to reality and be relevant for learners. The focal point of mathematics education should be on activity, on the process of mathematization in an educational context. This paper discusses theoretical basis as well as practical issues in implementing RME. In the first part we shall explain the main principles of RME: 1) progressive schematization, 2) multiple models, 3) genuine realistic contexts, 4) integration of various learning strands. In the second part we shall discuss issues related to implementation of RME in classroom. Preparing pre service and in service teachers for RME education is a critical point in attempt to implement it. We will pay attention to teaching methods in RME classroom, teachers' curriculum planning, textbooks and assessment. Provided analysis, explanations and examples may inspire teachers to reconsider their practice.