

Traditional Knowledge in Curricula Designs: Embracing Indigenous Mathematics in Classroom Instruction

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ABSTRACT In this article, the knowledge of traditional artifacts used by the Tchokwe tribe in Angola is explored and then related to the mathematical content learned in the classroom. Examples of artifacts provided in this article illustrate how knowledge extracted from the traditional artifact structures can be used to generate knowledge of concepts for the school mathematics curriculum. These illustrations show the advantage of the use of artifacts to develop ideas that lead to the determination of mathematical rules and principles. The process illustrated is contrary to the teaching of mathematics that involved remembering or following of the rules to obtain solutions. It is concluded that through illustrated processes, learners can learn and develop mathematical interest through reflecting and appreciating on what exists in their traditions. It is recommended that curriculum designs processes should include indigenous knowledge in school curricula for clear understanding of concepts and for long-term retention of knowledge.