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Name of Topic: **A** Study of Pedagogical **Context** of Mathematisation **at** Secondary level

FINDINGS OF THE RESEARCH

Based on the **analysis** done so far in the **previous** chapter, some **major findings** were listed out.

The determiners **that** ignite, create, proceed, **fascilitate** the act of **mathematisation** while a **student** makes a **mathematical** model to solve his/her **real** problems. The **ten dimensions** identified **are as** follows:

1. Classroom itself a Laboratory

2. Context learning

3. Teacher's own Mathematisation

4. Making Mathematics

5. Behavioral Mathematisation

6. Peer Impact

7. Think Time

8. Coached Discoveries

9. Learning Trajectories and 10. Mathematical building blocks

The roles of the **identified** dimensions of the pedagogic practices of **mathematisation** in secondary classroom are as follows:

DIMENSION	ROLE OF DIMENSION
Classroom itself a Laboratory	An environment of *experiments*, place for behavioural experiments, provides automatically Hands-on-experiments
Context learning	Tendency to relate the reality with learnt concepts; Meaning of *'Reality'* constructed in student's mind; no need of existence of 'real' world problem