



# RESEARCHING MATHEMATICS EDUCATION IN SOUTH AFRICA

PERSPECTIVES, PRACTICES AND POSSIBILITIES

EDITED BY RENUKA MITHAL, JILL ADLER & CHRISTINE KETTEL

# Researching Mathematics Education In South Africa Perspectives Practices And Possibilities

**Jill Adler, Anna Sfard**



## **Researching Mathematics Education In South Africa Perspectives Practices And Possibilities:**

**Researching Mathematics Education in South Africa** Renuka Vithal, Jill Adler, Christine Keitel, 2005 Reflecting on the theoretical and ideological work that has contributed to the growth of mathematics education research in South Africa this study provides a historical analysis of forces that have changed and shaped mathematics curricula over the years The themes researched and explored include radical pedagogy progressive classroom practices ethnomathematics and South African mathematics education research within both its local and international contexts

**Third International Handbook of Mathematics Education** M.A. (Ken) Clements, Alan Bishop, Christine Keitel-Kreidt, Jeremy Kilpatrick, Frederick Koon-Shing Leung, 2012-11-15 The four sections in this Third International Handbook are concerned with a social political and cultural dimensions in mathematics education b mathematics education as a field of study c technology in the mathematics curriculum and d international perspectives on mathematics education These themes are taken up by 84 internationally recognized scholars based in 26 different nations Each of section is structured on the basis of past present and future aspects The first chapter in a section provides historical perspectives How did we get to where we are now the middle chapters in a section analyze present day key issues and themes Where are we now and what recent events have been especially significant and the final chapter in a section reflects on policy matters Where are we going and what should we do Readership Teachers mathematics educators ed policy makers mathematicians graduate students undergraduate students Large set of authoritative international authors

*Handbook of International Research in Mathematics Education* Lyn D. English, David Kirshner, 2015-07-30 This third edition of the Handbook of International Research in Mathematics Education provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner this collection brings together overviews and advances in mathematics education research spanning established and emerging topics diverse workplace and school environments and globally representative research priorities New perspectives are presented on a range of critical topics including embodied learning the theory practice divide new developments in the early years educating future mathematics education professors problem solving in a 21st century curriculum culture and mathematics learning complex systems critical analysis of design based research multimodal technologies and e textbooks Comprised of 12 revised and 17 new chapters this edition extends the Handbook s original themes for international research in mathematics education and remains in the process a definitive resource for the field

**Mathematics Education in a Context of Inequity, Poverty and Language Diversity** Mamokgethi Phakeng, Stephen Lerman, 2016-06-28 This volume is dedicated to the career of Jill Adler and the role she has played in growing mathematics education research in South Africa Africa and beyond Her work epitomises what is referred to as the engaged scholar i e doing rigorous and theoretically rich research at the cutting edge of international work in the field which at the same time contributes to critical areas of local and

regional need in education Jill is one of the world's leading experts in mathematics education research and her exemplary career is a continuous source of inspiration for generations of researchers and students The chapters in this volume are authored by Jill's former PhD students a few select colleagues from different parts of the world that she collaborated with as well as leading scholars who she worked with in PME ICMI and in her many international assignments In essence this volume celebrates Jill's contribution not only to mathematics education but also to our contributions as her friends and colleagues Topics covered include language and mathematics teacher education and the dilemma of an activist researcher engaging in issues that matter hugely to the participants in the research students and teachers in post apartheid schooling whilst also setting up the separation that is needed for good research

**Systematic Reviews of Research in Basic Education in South Africa** Felix Maringe, 2021-04-09 Maringe ought to be commended for putting together an invaluable contribution to our understanding of research into a complex education system in South Africa This volume provides a useful foundation to the current state of education quality in South Africa including the impact of interventions It also brings to the fore challenges still facing education transformation The evidence presented which taken together lays out a coherent view of how improvements could be made Albert Chanee Head of Planning Gauteng Department of Education For too long the weight of educational scholarship produced in South Africa has been limited to that simple and standard form called the literature review Now for the first time education researchers are provided with an African based text on the concepts and methods of conducting systematic reviews In this exceptional work of editorship Felix Maringe brings together some of the leading researchers on South African education to model and demonstrate how to review a significant body of research on a chosen topic which is adjudicated strictly on the basis of the quality and efficacy of the evidence in hand I have no doubt that this remarkable book will become a standard reference for educational researchers in and beyond the African continent It will also lift the quality of educational inquiry by equipping a new generation of scholars with the capacity for doing evidence based research that compels the attention of policymakers planners and practitioners alike Prof Jonathan Jansen Stellenbosch University

**Journal for Research in Mathematics Education**, 2012 *Numeracy as Social Practice* Keiko Yasukawa, Alan Rogers, Kara Jackson, Brian V. Street, 2018-05-01 Learning takes place both inside and outside of the classroom embedded in local practices traditions and interactions But whereas the importance of social practice is increasingly recognised in literacy education Numeracy as Social Practice Global and Local Perspectives is the first book to fully explore these principles in the context of numeracy The book brings together a wide range of accounts and studies from around the world to build a picture of the challenges and benefits of seeing numeracy as social practice that is as mathematical activities embedded in the social cultural historical and political contexts in which these activities take place Drawing on workplace community and classroom contexts Numeracy as Social Practice shows how everyday numeracy practices can be used in formal and non formal maths teaching and how in turn classroom teaching can help to validate and

strengthen local numeracy practices At a time when an increasingly transnational approach is taken to education policy making this book will appeal to development practitioners and researchers and adult education mathematics and numeracy teachers researchers and policy makers around the world *Research for Educational Change* Jill Adler,Anna Sfard,2016-06-17 Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice Focussing its discussion within the context of mathematics education it argues that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom practice It will also appeal to teacher educators practitioners and undergraduate students interested in educational research **Pedagogic Rights and Democratic Education** Philippe Vitale,Beryl Exley,2015-07-24 The basis of Bernstein s sociology of education lays in is his theorisation of the different approaches to curriculum pedagogy and assessment and the implications for pedagogic rights and social justice This edited collection presents 15 empirical case studies and theoretical accounts from 22 international scholars who focus on the experiences of students and teachers in contexts marked by economic social cultural linguistic and or geographic diversity Located in systems of education in Australia France Germany Greece Portugal South Africa and the United States each chapter contributes to a better understanding of the conditions of a democratic education across time and place **Decolonizing Philosophies of Education** Ali A. Abdi,2012-01-01 Philosophy of education basically deals with learning issues that attempt to explain or answer what we describe as the major questions of its domains i e what education is needed why such education and how would societies undertake and achieve such learning possibilities In different temporal and spatial intersections of people s lives the design as well as the outcome of such learning program were almost entirely indigenously produced but later they became perforce responsive to externally imposed demands where as far as the history and the actualities of colonized populations were concerned a cluster of de philosophizing and de epistemologizing educational systems were imposed upon them Such realities of colonial education were not conducive to inclusive social well

being hence the need to ascertain and analyze new possibilities of decolonizing philosophies of education which this edited volume selectively aims to achieve The book should serve as a necessary entry point for a possible re routing of contemporary learning systems that are mostly of de culturing and de historicizing genre With that in mind the recommendations contained in the 12 chapters should herald the potential of decolonizing philosophies of education as liberating learning and livelihood praxes This collection of critical and scholarly analyses provides an insightful and timely resource for decolonizing philosophies of education that continue to shape discourses policies curricula and practices in all levels of educational and social institutions It also usefully challenges versions of postcolonial studies that fail to recognize and demystify the continuity of colonial hegemony in contemporary societal formations in both the global north and south Toh Swee Hin Distinguished Professor University for Peace Costa Rica Laureate UNESCO Prize for Peace Education 2000 Decolonizing philosophies of education edited by Ali A Abdi is a collection of twelve essays by noted scholars in the field who provide strong readings of postcolonialism in education with an emphasis on decolonizing epistemologies It provides a clear and comprehensive introduction to the critical history of colonization postcolonial studies and the significance of education to the colonial project This is an important book that provides a global perspective on the existential and epistemological escape from the colonial condition Michael A Peters Professor Educational Policy Studies University of Illinois at Urbana Champaign

**Back to the Future** Maria Assunção Flores, Ana Amélia Carvalho, Fernando Ilídio Ferreira, Maria Teresa Vilaça, 2013-06-13 Schools and teachers are facing various challenges in a rapidly changing world In such circumstances discussing and sharing concerns of mutual interest regarding policy practice and research is crucial to creating more sophisticated understandings of the various challenges as a first step in the improvement of education While the future should not be imprisoned in the past the past does provide valuable lessons that will undergo new iterations in constructing the future The future will be multi faceted and complex and the different chapters included in this book are intended to provide important contributions from which to build the future of education The different chapters provide readers with international perspectives frameworks and empirical evidence of legacies continuities and changes in educational policy practice and research in teaching teacher education and learning We hope that they inspire the readers to build the future and to change their own professional realities Cheryl J Craig Ph D Professor University of Houston Houston TX USA Secretary ISATT This book metaphorically captures the looking backward to the past pressing forward to the future that typically takes place on celebratory occasions It causes us to pause and remember even as we race toward a time unknown to us In a sense the authors featured in this book serve as tour guides pointing out legacies continuities and changes in teaching and teacher education I strongly urge readers not only to peruse the chapters that follow but to distill them to their essences and to glean what is of value to be learned from them In conclusion the ISATT Executive especially thanks the co editors of this volume who have compiled a superb collection of chapters on a timely and relevant topic Caught in the Act Cyril

Julie, Lorna Holtman, Charles R. Smith, 2019-12-11 The research reported in *Caught in the Act* draws together the insights gained from a continuous professional development initiative for high school mathematics teachers teaching in low socio economic status and socially challenged environments in South Africa The chapters show the possibilities for enhancing achievement in school mathematics if a strength based approach is adopted to develop teaching with teachers and when their concerns are taken seriously The book demonstrates that the ecological relevance fitness for the context in which teachers are teaching of the goods developed and distributed by initiatives should be a major consideration to offer hope for sustainable implementation to improve school mathematics education The book is of interest to mathematics teachers school leaders mathematics curriculum advisors policy makers and researchers **Mathematics Teacher Training and**

**Development in Africa** Kakoma Luneta, Marc Schäfer, 2024-10-09 This edited volume addresses the need for reforms in mathematics teacher training spurred by scientific advancements and societal changes encompassing calls for changes in curricula content and instructional methods The text highlights the complexities of teaching mathematics specifically within Africa It provides an exploration into how mathematics teacher training has evolved to address challenges such as ineffective teaching approaches lack of resources technological limitations and outdated training programs Through comprehensive systematic reviews for each country in the African region documentation is provided on the past present and envisioned future of teacher training programs This undertaking provides a detailed analysis of mathematics teacher training offering valuable insights for teacher trainers government ministries of education and stakeholders across Africa For anyone invested in enhancing mathematics education in the region this book offers indispensable guidance and knowledge Making

Connections, 2006-01-01 In this book comparisons are made between the practices of classrooms in a variety of different school systems around the world The abiding challenge for classroom research is the realization of structure in diversity The structure in this case takes the form of patterns of participation regularities in the social practices of mathematics classrooms The expansion of our field of view to include international rather than just local classrooms increases the diversity and heightens the challenge of the search for structure while increasing the significance of any structures once found In particular this book reports on the use of lesson events as an entry point for the analysis of lesson structure International research offers opportunities to study settings and characteristics untenable in the researcher's local situation Importantly international comparative studies can reveal possibilities for practice that would go unrecognized within the established norms of educational practice of one country or one culture Our capacity to conceive of alternatives to our current practice is constrained by deep rooted assumptions reflecting cultural and societal values that we lack the perspective to question The comparisons made possible by international research facilitate our identification and interrogation of these assumptions Such interrogation opens up possibilities for innovation that might not otherwise be identified expanding the repertoire of mathematics teachers internationally and providing the basis for theory development *Mathematics Teaching and*

*Professional Learning in sub-Saharan Africa* Kakoma Luneta, 2021-12-09 The book represents a crop of wide ranging research conducted by renowned scholars in sub-Saharan Africa revolving around mathematics teaching and professional development programs for mathematics teachers The research based proposals and actual how to conduct professional development initiatives that enhance effective mathematics instruction are rooted in teacher input and informed by learners errors and misconceptions The book provides a comprehensive snapshot on mathematics teaching learning and effective professional development programmes for mathematics teachers in sub-Saharan Africa It is the only research output that advances and disseminates issues of mathematics education and research in the region with input from South Africa Kenya Rwanda Uganda Malawi Namibia Lesotho Ethiopia and Zimbabwe

*Nature of Science for Social Justice* Hagop A. Yacoubian, Lena Hansson, 2020-09-08 This edited volume brings closer two contemporary science education research areas Nature of Science NOS and Social Justice SJ It starts a dialogue on the characteristics of NOS for SJ with the purpose of advancing the existing discussion and creating new avenues for research Using a variety of approaches and perspectives the authors of the different chapters engage in a dialogue on the construct of NOS for SJ its characteristics as well as ways of addressing it in science classrooms Issues addressed are related to why a school science aiming at SJ should address NOS what NOS related content skills and attitudes form the basis when aiming at SJ and how school science can address NOS for SJ Through a set of theoretical and empirical chapters the authors suggest answers but they also pose new questions on what NOS for SJ can mean and what issues need to be taken into consideration in future research and practice Chapter Nature of Science for Social Justice Why What and How is available open access under a Creative Commons Attribution 4.0 International License via link [springer.com](https://www.springer.com)

**Implementing Education Policies** Jonathan D. Jansen, Yusuf Sayed, 2001 For the first time in South Africa a critical dialogue has been recorded between government policy makers and academic researchers on the subject of education policy and practice Implementing education policies attends to problems politics and possibilities of implementing the policy goals of the first post apartheid government established in 1994 The value of this book lies in several insider accounts of the policy process told through the voices of the legislators politicians and bureaucrats concerned with steering national value commitments through the education system Running parallel to these practitioner accounts lie a number of critical analyses of the technical capabilities and political designs that explain the trajectory of education reform in the 1990s The dialogue brings together in a developing country context different experiences and analyses of one of the most intractable problems facing all national education systems the persistent gap between policy ideals and practical realities This volume is essential reading for all academics and students of education at higher education institutions as well as teachers researchers and policy makers

Critical Mathematics Education: Past, Present and Future, 2010-01-01 Critical mathematics education brings together a series of concerns related to mathematics and its role in society the practices of teaching and learning of mathematics in educational settings and the practices of researching mathematics education The



work of Ole Skovsmose has provided a seminal contribution to the shaping of those concerns in the international community of mathematics educators and mathematics education researchers This book gathers contributions of researchers from five continents for whom critical mathematics education has been an inspiration to think about many different topics such as the dialogical and political dimensions of teacher education mathematical modeling the philosophy of mathematics from social and political perspectives teaching practices in classrooms the connection between mathematics and society the scope and limits of critical thinking in relation to mathematics and mathematics education and the political dimension of researching mathematics education The book is not only a tribute to Ole Skovsmose's long academic career it is also a way of providing an overview of the roots of the critical mathematics education concerns their current developments in different parts of the world and their future directions With a diversity of styles and forms of texts this book is addressed to all those teachers and researchers who would like to be introduced or would like to go deeper into the types of insights that critical mathematics education offers

**Self-Study and Diversity III**, 2021-11-15 In *Self Study and Diversity III* the authors examine the self study of teacher education practices at a time when inclusion and diversity are being questioned Authors of various backgrounds and identities draw on their own experiences to examine the challenges of preparing teachers They address issues of identity equity diversity inclusion and social justice through experiential and pedagogical lenses as they navigate the complexities of teacher education in challenging times Particular strengths are its explorations of intersectionality attention to the present context and the diversity of these collected voices

*A Political Sociology of Educational Knowledge*  
Thomas A. Popkewitz, Jennifer Diaz, Christopher Kirchgasser, 2017-01-20 Bringing together the sociology of knowledge cultural studies and post foundational and historical approaches this book asks what schooling does and what are its limits and dangers The focus is on how the systems of reason that govern schooling embody historically generated rules and standards about what is talked about thought and acted on about the nature of children about the practices and paradoxes of educational reform These systems of reason are examined to consider issues of power the political and social exclusion The transnational perspectives interrelate historical and ethnographic studies of the modern school to explore how curriculum is translated through social and cognitive psychologies that make up the subjects of schooling and how educational sciences act to order and divide what is deemed possible to think and do The central argument is that taken for granted notions of educational change and research paradoxically produce differences that simultaneously include and exclude

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