

Researching the Socio-Political Dimensions of Mathematics Education

Issues of Power in Theory and Methodology

Edited by
Paola Valero
Robyn Zevenbergen



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Researching The Sociopolitical Dimensions Of Mathematics Education

Laraine Wallowitz



Researching The Sociopolitical Dimensions Of Mathematics Education:

Researching the Socio-Political Dimensions of Mathematics Education Paola Valero, Robyn Zevenbergen, 2004-08-25

Mathematics education research as a discipline is situated at the confluence of an array of diffuse seemingly incommensurable and radically divergent discourses. Research claims that have grown out of mathematics education are wide ranging and antagonistic rather than circumscribed by hidebound disciplinary frames. While there has never been a unified totalising discipline of knowledge labelled mathematics education research and while it has always been a contested terrain it is fair to say that the master paradigm out of which this field has been generated has been that of cognitive psychology. Mainstream mathematics education knowledges refracting the master discourse of psychology whereby cognition serves as the central privileged and defining concept clearly delimits its possibilities for serving as a social tool of democratic transformation. The central point of departure of this new collection is that mathematics education research is insufficiently univocal to support the type of uncompromising interpretation that cognitive psychologists would bring to it. The hallmark contribution of this pathbreaking volume edited by Paola Valero and Robyn Zevenbergen is the paradigmatic shift the authors have effected in the field of mathematics education research taking up a position at the faultline of socio cultural analysis and critical pedagogy.

Researching the Socio-Political Dimensions of Mathematics Education Paola Valero, Robyn Zevenbergen, 2014-01-15

Sociopolitical Dimensions of Mathematics Education Murad Jurdak, Renuka Vithal, 2018-01-28

This book documents and expands on the diverse social and political dimensions of mathematics education issues concerns perspectives contexts and approaches presented in Topic Study Group 34 of the 13th International Congress on Mathematical Education ICME 13. The book also argues for and promotes the mainstreaming of the sociopolitical dimensions of mathematics education through an ongoing critique and inquiry into content policies practices and theories. Accordingly the main theme throughout the book is captured and illuminated by bringing voices from the margin to the mainstream. In this respect it is both aspirational and a reality as evidenced by the increasing references to the sociopolitical dimensions in other areas of mathematics education for example in several of the plenary presentations at the ICME 13. The authors have reflected on their ideas with a view to orienting and enhancing research in the sociopolitical dimensions of mathematics education that is grounded in current education systems within their specific sociocultural contexts.

The Disorder of Mathematics Education Hauke Straehler-Pohl, Nina Bohlmann, Alexandre Pais, 2016-08-23

Research within a socio political paradigm or turn has been gradually recognized and institutionalized as an important part of mathematics education. This book focuses on the neglected problems tensions and contradictions evoked by this process. The authors do this by challenging current regimes of truth about mathematics education by identifying how recent technological developments challenge or suspend contemporary conceptions of mathematics education by critiquing the ideological entanglement of mathematics its education and schooling with capitalism by self reflective analyses of researchers impacts on shaping what is

and can be perceived as the practice of mathematics education research and by confronting main stream mathematics education with socio political contexts that are usually neglected In this way mathematical rationality becomes contextualized within contemporary society where it reproduces itself through technologies social practices media and other spheres of social life

Researching the Socio-Political Dimensions of Mathematics Education Paola Valero, Robyn Zevenbergen, 2006-04-11 Mathematics education research as a discipline is situated at the confluence of an array of diffuse seemingly incommensurable and radically divergent discourses Research claims that have grown out of mathematics education are wide ranging and antagonistic rather than circumscribed by hidebound disciplinary frames While there has never been a unified totalising discipline of knowledge labelled mathematics education research and while it has always been a contested terrain it is fair to say that the master paradigm out of which this field has been generated has been that of cognitive psychology Mainstream mathematics education knowledges refracting the master discourse of psychology whereby cognition serves as the central privileged and defining concept clearly delimits its possibilities for serving as a social tool of democratic transformation The central point of departure of this new collection is that mathematics education research is insufficiently univocal to support the type of uncompromising interpretation that cognitive psychologists would bring to it The hallmark contribution of this pathbreaking volume edited by Paola Valero and Robyn Zevenbergen is the paradigmatic shift the authors have effected in the field of mathematics education research taking up a position at the faultline of socio cultural analysis and critical pedagogy

Social and Political Dimensions of Mathematics Education Murad Jurdak, Renuka Vithal, Elizabeth de Freitas, Peter Gates, David Kollosche, 2016-04-05 This book examines the current thinking on five critical social and political areas in mathematics education It focuses on material conditions in teaching and learning and details features of social life and their influence on mathematics teaching learning and achievement Following an introduction the first section addresses equitable access and participation in quality mathematics education It explores this issue in different contexts and from different ideological perspectives The second section traces the emergence and development of the notion of activism in mathematics education in theory in the literature in research and in practice The third section then moves on to explore current research on the political forces at work in identity subjectivity and disability within mathematics education showing how emphasis on language and discourse provides information for this research and how new directions are being pursued to address the diverse material conditions that shape learning experiences in mathematics education Economic factors behind mathematics achievement form the topic of section four which examines the political dimensions of mathematics education through the influence of national and global economic structures The final section addresses distribution of power and cultural regimes of truth based on the premise that although often deemed apolitical mathematics and mathematics education are highly political institutions in our society The book concludes with a summary and recommendations for the future

Lines of Inquiry in Mathematical Modelling Research in Education Gloria Ann

Stillman, Jill P. Brown, 2019-05-16 This open access book is based on selected presentations from Topic Study Group 21 Mathematical Applications and Modelling in the Teaching and Learning of Mathematics at the 13th International Congress on Mathematical Education ICME 13 held in Hamburg Germany on July 24 31 2016 It contributes to the theory research and teaching practice concerning this key topic by taking into account the importance of relations between mathematics and the real world Further the book addresses the balancing act between developing students modelling skills on the one hand and using modelling to help them learn mathematics on the other which arises from the integration of modelling into classrooms The contributions prepared by authors from 9 countries reflect the spectrum of international debates on the topic and the examples presented span schooling from years 1 to 12 teacher education and teaching modelling at the tertiary level In addition the book highlights professional learning and development for in service teachers particularly in systems where the introduction of modelling into curricula means reassessing how mathematics is taught Given its scope the book will appeal to researchers and teacher educators in mathematics education as well as pre service teachers and school and university educators

Educational Paths to Mathematics Uwe Gellert, Joaquim Giménez Rodríguez, Corinne Hahn, Sonia Kafoussi, 2015-05-18 This book offers fresh insight and understanding of the many ways in which children youth and adults may find their paths to mathematics The chapters of the volume offer and analyse promising new ways into mathematics The focus is on spaces and modalities of learning dialogue and inquiry embodiment and aesthetic experience information and communication technology and on the use of mathematics in public communication The chapters present new mathematical activities and conceptions enriching the repertoire of mathematics education practices Critical commentaries discuss the innovative potential of the new approaches to the teaching and learning of mathematics As a consequence the commentaries point to requirements and open issues in the field of research in mathematics education The volume is remarkably international Teachers and researchers from 14 countries authored 21 chapters and 7 commentaries The reader is invited to reflect on the particular effect of presenting avenues to mathematics contrived in diverse national settings in which the praxis of mathematics education might look different compared to what happens in the reader's place The book starts a series of sourcebooks edited by CIEAEM the Commission Internationale pour l'Etude et l'Amélioration de l'Enseignement des Mathématiques International Commission for the Study and Improvement of Mathematics Education

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

Critical Mathematics Education Paul Ernest, Bharath Sriraman, Nuala Ernest, 2016-01-01 Mathematics is traditionally seen as the most neutral of disciplines the furthest removed from the arguments and controversy of politics and social life However critical mathematics challenges these assumptions and actively attacks the idea that mathematics is pure objective and value neutral It argues that history society and politics have shaped mathematics not only through its applications and uses but also through molding its concepts methods and even mathematical truth and proof the very means of establishing truth Critical mathematics education also attacks the neutrality of the teaching and learning of mathematics showing how these are value laden activities indissolubly linked to social and political life Instead it argues that the values of openness dialogicality criticality towards received opinion empowerment of the learner and social political engagement and citizenship are necessary dimensions of the teaching and learning of mathematics if it is to contribute towards democracy and social justice This book draws together critical theoretic contributions on mathematics and mathematics education from leading researchers in the field Recurring themes include The natures of mathematics and critical mathematics education issues of epistemology and ethics Ideology the hegemony of mathematics ethnomathematics and real life education Capitalism globalization politics social class habitus citizenship and equity The book demonstrates the links between these themes and the discipline of mathematics and its critical teaching and learning The outcome is a groundbreaking collection unified by a shared concern with critical perspectives of mathematics and education and of the ways they impact on practice

Critical Literacy as Resistance Laraine Wallowitz, 2008 Critical Literacy as Resistance is a collaborate effort among secondary and university educators from across the United States that addresses questions such as What does a critical literacy classroom look like What various texts are used What strategies do teachers use to encourage students and teacher candidates to recognize how texts construct power and privilege How do educators inspire activism in and out of the classroom This book documents the experiences of scholars and teachers who have successfully bridged theory and practice by applying critical literacy into their respective content areas The authors spell out the difference between critical thinking and critical literacy then show how to write and implement curriculum that incorporates diverse texts and multiple literacies in all content areas including world language and includes the voices of students as they confront issues of race class gender and power The principles and practices laid out here will help teachers use literacy to liberate and empower students both in and outside the classroom by respecting and studying the literacies students bring to school while simultaneously teaching and challenging the literacies of those in power This is a book for pre and in service teachers in all content areas staff developers secondary literacy

specialists university professors and anyone interested in social justice Ethnomathematics and Mathematics Education
 Cynthia Nicol, Gelsa Knijnik, Aihui Peng, Marcos Cherinda, Arindam Bose, 2024-07-16 This edited volume examines
 ethnomathematics conceptions pedagogical practices and research from international perspectives in times of local and
 global challenges The book explores connections between mathematical cultural political and social practices toward more
 inclusive holistic creative transdisciplinary and critical ways of engaging with knowledge and mathematical actions in society
 In this edited book the authors explore how ethnomathematics supports transformation of educational systems toward
 regaining cultural reclamation and self confidence challenges colonial logics for decolonizing and Indigenizing mathematics
 education and engages with actions for critical and social justice issues **Life History Research** , 2009-01-01 Much has
 been written about life history research in recent times It has been paraded as a counterculture to the traditional research
 canon and celebrated as a genre that promotes methodological pluralism However life history researchers have an obligation
 to transcend spurious claims about the perceived merits of the methodology and extend the debates around how the genre
 simultaneously problematises and responds to the competing challenges of Epistemology Methodology and Representation In
 conceiving of each of the chapters from an epistemological perspective the authors focus on how their individual work has
 crossed or expanded traditional borders of epistemology and ontology of how the work has satisfied the rigours of thesis
 production and contributed to changing conceptions of knowledge what knowledge gets produced and how knowledge is
 produced when we make particular methodological choices Since any methodological orientation is invariably selective and
 the researcher is always involved and implicated in the production of data the authors focus on what selections they have
 made in their projects what governed these choices what benefits deficits those choices yielded and what the implications of
 their research are for those meta narratives that have established the regimes of truth legitimacy and veracity in research
 Knowledge production is inextricably linked to representation In the process of articulating their findings each author made
 particular representational choices sometimes transgressing conventional approaches The book explores why these choices
 were made and how the choices influenced the kinds of knowledge generated The book provides theoretical justifications for
 these transgressions and reflect on how the experience of representation helped disrupt the authors essentialist notions of
 research production and for whom it is produced This book is not another celebration of life history as a counterculture The
 book hopes to be a deeply critical contribution to disrupt notions around epistemological authority voice and power and how
 these are mediated by the delicate relations of the researcher and researched The problematises and complicates the
 assumptions that frame this genre with a view to highlighting the potential hazards of the method while demonstrating its
 potentiality in shaping our conceptions of Ethics Methodology and Representation Internationalisation and Globalisation
 in Mathematics and Science Education Bill Atweh, Angela Calabrese Barton, Marcelo C. Borba, Noel Gough, Christine
 Keitel-Kreidt, Catherine Vistro-Yu, Renuka Vithal, 2008-07-14 This book aims to develop theoretical frameworks of the

phenomena of internationalisation and globalisation and identify related ethical moral political and economic issues facing mathematics and science educators It provides a wide representation of views some of which are not often represented in international publications This is the first book to deal with issues of globalisation and internationalisation in mathematics and science education [Social Interactions in Multicultural Settings](#) ,2019-02-11 Multicultural issues are part of the agenda for researchers academics and politicians The new technologies have brought multiculturalism into our professional and personal lives opening new possibilities for social interactions among people from different countries cultures ages and gender Being able to deal with diversity including other cultures is a must in the 21st century This book is an opportunity to read narratives about social interactions in multicultural settings and to discuss the role they play in the construction of school and social achievement It is not only a book on multiculturalism It is also a multicultural book including an introduction and 13 chapters from authors representing 11 countries and many more cultures It is a journey that brings you through different settings situations and scenarios describing them vividly so that the reader can have an authentic taste of them This is a book that researchers academics teachers policy makers and politicians should read It illuminates many of the problems related to multiculturalism But it also reports on educational experiences and forms of interacting that help solving these problems It also illustrates the barriers that still exist and that keep many persons apart from equity Moreover due to its narrative mood the descriptions of what happens in different educational systems and episodes that could happen to us all including our kids this is a book for parents youngsters and all the ones interested in knowing other cultures After all education is an issue that is related to each human being We are all cultural individuals who need to interact with each other Thus this is a book to learn how social interactions in such a demanding multicultural world can help us live in peace and understand each other **Equity in Mathematics Education** Constantinos Xenofontos,2019-10-01 Following in the steps of the socio political turn of the discipline Equity in Mathematics Education Addressing a Changing World emerged as a response of the editor and the chapter authors to the enormous changes that have in the last years occurred at a global level for example the ongoing war in Syria the political in actions of powerful nations to fight climate change the rise of far right parties in many countries around the world and so on In recent years massive migration waves from the Middle East have caused significant demographic changes to many European countries Canada and the US that are reflected in schools and classrooms These observations have led this book s contributors to reconsider the concept and or practice of equity and its related concept social justice and the role of mathematics education research in addressing and promoting a fairer world Contrary to other perhaps highly specialized books concerned with similar topics this book aims to provide a smooth yet deep introduction to those who are new to this research area Equity in Mathematics Education Addressing a Changing World contributes to the understanding of equity and its complex relations to mathematics education It is anticipated that it will support individuals in teaching educational research policy making and planning and teacher education in becoming more

aware of the interplay between school mathematics and socio political issues that ultimately impacts the lives of learners and their communities teachers as practitioners and as citizens the wider society and the world as a whole Even though each chapter can be read independently of others an engagement with all chapters in this volume will provide readers with a solid holistic understanding of the research territory of equity and mathematics education **Ubiratan D'Ambrosio and**

Mathematics Education Marcelo C. Borba, Daniel C. Orey, 2023-06-24 This edited volume is written in memoriam of Professor Emeritus Ubiratan D Ambrosio 1932 2021 who was a well known Brazilian mathematics educator and historian of mathematics This book explores the diverse facets of D Ambrosio s work as well as his legacy and the later adaptation of his ideas around the globe It starts with a preface written by his son Alexandre D Ambrosio who shares his personal experiences growing up with this father and his love for discovery The book is then divided into four sections Past and Future Ubi s Way of Seeing Education in the Present Roots of Ethnomathematics Ethnomathematics in Action Trends in Ethnomathematics It features diverse points of view and experiences that explore mathematics and culture from researchers in the Americas Africa Europe and South Asia Chapters range from personal explorations of D Ambrosio s impact to broader views of his research and work This book forms part of the growing understanding of Ubiratan D Ambrosio s life research and the legacy he has left for millions of researchers students and teachers worldwide This book is appealing to anyone involved in mathematics education research as well as those interested in the history and future of mathematics education

Educational Research: Ethics, Social Justice, and Funding Dynamics Paul Smeyers, Marc Depaepe, 2018-03-22 This book examines the conduct and purposes of educational research It looks at values of researchers at whose interests are served by the research and the inclusion or exclusion of practitioners and subjects of research It asks if educational research should be explicitly committed to promoting equality and inclusion and whether that requires research to be more aware of the cultural and global contexts of research questions It explores the ethical challenges encountered in the conduct of research and the potential ethical and social justice constraints imposed by comparative research rankings Next it discusses the research funding aspects of the above issues both philosophically and historically thus examining the changing sources patterns and effects of educational research funding over time Since the conduct of most educational research increasingly requires institutional and financial support the question is whether funding shapes the content of research and what counts as research The book discusses if funding is a factor in the shift of efforts of researchers from pure or basic research to more applied research and if it encourages the development of large research teams to the detriment of individual scholars It looks at the ownership of the content results and data of publicly funded research Finally it tries to establish whether scholars solicit funding to support research projects or generate research projects to attract funding This publication as well as the ones that are mentioned in the preliminary pages of this work were realized by the Research Community Philosophy and History of the Discipline of Education Purposes Projects and Practices of Educational Research **Mapping Equity and**

Quality in Mathematics Education Bill Atweh, Mellony Graven, Walter Secada, Paola Valero, 2011-01-06 Concerns about quality mathematics education are often posed in terms of the types of mathematics that are worthwhile and valuable for both the student and society in general and about how to best support students so that they can develop this mathematics. Concerns about equity are about who is excluded from the opportunity to develop quality mathematics within our current practices and systems and about how to remove social barriers that systematically disadvantage those students. This collection of chapters summarises our learning about the achievement of both equity and quality agendas in mathematics education and to move forward the debate on their importance for the field.

Opening the Cage Ole Skovsmose, Brian Greer, 2012-09-05 The picture on the front of this book is an illustration for Totakahini The tale of the parrot by Rabindranath Tagore in which he satirized education as a magnificent golden cage. Opening the cage addresses mathematics education as a complex socio political phenomenon exploring the vast terrain that spans critique and politics. Opening the cage includes contributions from educators writing critically about mathematics education in diverse contexts. They demonstrate that mathematics education is politics; they investigate borderland positions; they address the nexus of mathematics education and power; and they explore educational possibilities. Mathematics education is not a free enterprise. It is carried on behind bars created by economic, political, and social demands. This cage might not be as magnificent as that in Tagore's fable. But it is strong. Opening the cage is a critical and political challenge and we may be surprised to see what emerges.

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