



Sociocultural Perspectives on the Internationalization of Research in Mathematics Education: A Survey Based on JRME, ESM, and MTL

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ABSTRACT

The current main research trend in mathematics education is publishing studies by Western scholars pertaining to educational issues of the world in general, but Asia is mostly overlooked. Since international comparisons show Asian students outperform others in mathematics, the imbalance should receive more attention. To gain insight into this disparity, this study surveys all theoretical and empirical articles published by Journal for Research in Mathematics Education (JRME), Educational Studies in Mathematics (ESM), and Mathematical Thinking and Learning (MTL) from 2000 to 2012. Issues regarding westernization vs. internationalization of mathematics education and how to build a self-identity in research in mathematics education are addressed. A sociocultural framework for conducting and publishing educational research in mathematics is needed to develop multicultural perspectives.

Keywords: Internationalization of Mathematics Education, Socio-cultural Perspective, Research and Practice

INTRODUCTION

Improving research and practice in mathematics education has gained international appeal regardless of economic developments and cultural differences. Among the various disciplines of higher education, mathematics education is perhaps the most internationalized subject (Robitaille & Travers, 1992). The teaching and learning of mathematics are truly international activities (Atweh & Clarkson, 2001) and therefore, research in mathematics education has become an international enterprise (Heid, 2009). Making this academic enterprise stronger is dependent, to a great degree, upon constructive input coming from different areas and cultures around the world. In achieving this goal, an extensive concern covering the teaching and learning of mathematics around the world is indispensable, and the effect of a dominative

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