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Studies in Mathematics Education Series

The Sociology of Mathematics Education

Mathematical
Myths/Pedagogic Texts



Paul

Dowling

Sociology Of Mathematics Education Mathematical Myths Pedagogic Texts

Paul Dowling, Andrew Brown



Sociology Of Mathematics Education Mathematical Myths Pedagogic Texts:

The Sociology of Mathematics Education Paul Dowling, 1998 Raises two important and related issues the changing social aspects of math and the quality of math schemes and textbooks Math is no longer a subject studies by intellectuals but has become a subject for study by all children aged 5 to 16 years The continuing failure of many children in this subject is cause for concern Dowling critically examines textbooks and the part they play in children s learning He clearly shows the reader how to analyze and evaluate textbooks they are currently using This interrogation of classroom resources has important implications for teaching strategies and for textbook design and use Theories of Mathematics Education Bharath Sriraman, Lyn English, 2009-10-13 Advances in Mathematics Education is a new and innovative book series published by Springer that builds on the success and the rich history of ZDM The International Journal on Mathematics Education formerly known as Zentralblatt für Mathematik One characteristic of ZDM since its inception in 1969 has been the publication of themed issues that aim to bring the state of the art on central sub domains within mathematics education The published issues include a rich variety of topics and contributions that continue to be of relevance today The newly established monograph series aims to integrate synthesize and extend papers from previously published themed issues of importance today by orienting these issues towards the future state of the art The main idea is to move the field forward with a book series that looks to the future by building on the past by carefully choosing viable ideas that can fruitfully mutate and inspire the next generations Taking inspiration from Henri Poincaré 1854-1912 who said To create consists precisely in not making useless combinations and in making those which are useful and which are only a small minority *Sociocultural Research on Mathematics Education* Bill Atweh, Helen Forgasz, Ben Nebres, 2013-03-07 This volume the first to bring together research on sociocultural aspects of mathematics education presents contemporary and international perspectives on social justice and equity issues that impact mathematics education In particular it highlights the importance of three interacting and powerful factors gender social and cultural dimensions Sociocultural Research on Mathematics Education An International Perspective is distinguished in several ways It is research based Chapters report on significant research projects present a comprehensive and critical summary of the research findings and offer a critical discussion of research methods and theoretical perspectives undertaken in the area It is future oriented presenting recommendations for practice and policy and identifying areas for further research It deals with all aspects of formal and informal mathematics education and applications and all levels of formal schooling As the context of mathematics education rapidly changes with an increased demand for mathematically literate citizenship an increased awareness of issues of equity inclusivity and accountability and increased efforts for globalization of curriculum development and research questions are being raised more than ever before about the problems of teaching and learning mathematics from a non cognitive science perspective This book contributes significantly to addressing such issues and answering such questions It is especially relevant for

researchers graduate students and policymakers in the field of mathematics education *Unpacking Pedagogy* Margaret Walshaw,2010-03-01 This volume represents a serious attempt to understand what it is that structures the pedagogical experience In that attempt there are two main objectives One is a theoretical interest that involves examining the issue of the subjectivity of the teacher and exploring how intersubjective negotiations shape the production of classroom practice A second objective is to apply these understandings to the production of mathematical knowledge and to the construction of identities in actual mathematics classrooms To that end book contains substantial essays that draw on postmodern philosophies of the social to explore theory s relationship with the practice of mathematics pedagogy *Unpacking Pedagogy* takes new ideas seriously and engages readers in theory development Groundbreaking in content the book investigates how our thinking about classroom practice in general and mathematics teaching and learning in particular might be transformed As a key resource for interrogating and understanding classroom life the book s sophisticated analyses allow readers to build new knowledge about mathematics pedagogy In turn that new knowledge will provide them with the tools to engage more actively in educational criticism and to play a role in educational change **Dialogue and Learning in Mathematics Education** Helle Alrø,Ole Skovsmose,2006-01-02

Dialogue and Learning in Mathematics Education is concerned with communication in mathematics class rooms In a series of empirical studies of project work we follow students inquiry cooperation as well as students obstructions to inquiry cooperation Both are considered important for a theory of learning mathematics Special attention is paid to the notions of dialogue and critique A central idea is that dialogue supports critical learning of mathematics The link between dialogue and critique is developed further by including the notions of intention and reflection Thus a theory of learning mathematics is developed which is resonant with critical mathematics education

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 **World Yearbook of Education 2011** Lyn Yates,Madeleine Grumet,2011-02

This book brings together contributions from around the world that analyse and reflect on the way curriculum is configuring and reconfiguring that world *Doing Research/Reading Research* Paul Dowling,Andrew Brown,2012-12-06 This bestselling text enables beginning researchers to organise and evaluate the research they read and to plan and implement small scale

research projects of their own It gives structured practical guidance on the development of a research question techniques of data collection qualitative and quantitative forms of analysis the writing and dissemination of research The authors present research as a principled activity that begins with the establishing and structuring of theoretical and empirical fields and research findings as serving to ask questions of educational practice rather than directing it This revised and updated second edition includes a new chapter dealing with the complex issue of research ethics It also includes consideration of digital technologies and new media both as settings of research and research tools the chapters on qualitative and quantitative analysis have been expanded and the annotated bibliography updated The authors have been active researchers in educational studies for more than twenty years They have also supervised numerous doctoral and masters dissertations and taught research methods programmes in various higher education institutions around the world as well as in the Institute of Education University of London

Inside the Mathematics Class Uwe Gellert,Christine Knipping,Hauke Straehler-Pohl,2018-09-26 This volume is a forward looking intersection of Sociological perspectives on mathematics classrooms and socio political perspectives on mathematics education The first perspective has generated a substantial body of knowledge in the mathematics education Interactionist research has deepened our understanding of interaction processes socio mathematical norms and the negotiation of meaning generating a micro sociology or a micro ethnography of the mathematics classroom More recently socio political perspectives on mathematics education interrelate educational practices in mathematics with macro social issues of social equity class and race and with the policies that regulate institutionalized mathematics education This book documents strings together and juxtaposes research that uses ethnographical classroom data to explain on the one hand how socio political issues play out in the mathematics class On the other hand it illuminates how class race etc affect the micro sociology of the mathematics classroom The volume advances the knowledge in the field by providing an empirical grounding of socio political research on mathematics education and it extends the frame in which mathematical classroom cultures are conceived

Globalized Curriculum Methods for Modern Mathematics Education Tella, Adedeji,2018-07-27 The field of education is in constant flux as new theories and practices emerge to engage students and improve the learning experience Globalization has created new challenges for mathematics educators as they are compelled to respond to the shifting patterns and practices of everyday life and stay abreast of the latest research in education curriculum development and technologies Globalized Curriculum Methods for Modern Mathematics Education is a comprehensive and timely publication that contains the latest research in mathematics education and modern globalized curriculum development and technologies The book examines subjects such as teaching competencies digital games for teaching and learning mathematics and the challenges and prospects of globalized science curriculum This is an ideal resource for educators academicians teachers policy makers researchers and graduate level students seeking to further their research in mathematics education

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 Sahara 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 Sahara 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 Reading Bernstein, Researching Bernstein Brian Davies,Ana Morais,Johan Muller,2004-06-24 Basil Bernstein is arguably one of the most important educational theorists of the late 20th century Whilst most academics and students in sociology of education know of Bernstein few can claim to fully understand the scope and power of his work which simply cannot be matched by any of his contemporaries This book written by a team of international contributors offers an insight into the richness and depth of his theories It demonstrates the growing recognition of the value of Bernstein s work to understanding unfolding developments in education systems around the world today The volume is divided into four sections Section 1 considers the work of the theorists that Bernstein worked through and with from Durkheim and Marx to Bourdieu and Foucault Section 2 focuses on teaching and learning in school contexts and draw on current issues like boy s underachievement citizenship system reform and language learning in varied cultural contexts Section 3 applies Bernstein s theories to teacher education Section 4 focuses on international and higher education This comprehensive text will show the international academic community in education and sociology as well as students on education sociology sociolinguistic and social psychology degrees how to read and use Bernstein Second International Handbook of Mathematics Education Alan Bishop,2003-06-30 This handbook should be a useful resource for students researchers teacher educators and curriculum policy makers in the field of mathematics education It is a follow up to the first handbook which laid down the base line in many areas of the field of mathematics education 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

Navigating Numeracies Brian V. Street, Dave Baker, Alison Tomlin, 2006-03-14 Abstract This introduction sets the scene for the remainder of the book by considering first the international context of widespread concern about the improvement of numeracy skills This is related to reform movements in the UK the US and other countries aimed at modernising primary elementary school mathematics curricula A detailed account is given of the National Numeracy Strategy in England a systemic government imposed response to concern about standards implemented in 1999 2000 This includes a discussion of the alternative meanings of numeracy An earlier initiative sponsored by a UK charitable trust reacting to concern about primary numeracy was the Leverhulme Numeracy Research Programme This large scale longitudinal study and linked set of case study projects focusing on reasons for low attainment took place during 1997 2002 This book and each other in the same series is based on results of that research The timescale fortuitously enabled the research team to also report on some effects of the systemic reform in the National Numeracy Strategy 1 THE INTERNATIONAL CONTEXT In many countries there are recurring periods of national concern about the low standards of calculation skills shown by children in primary elementary schools Recently these concerns have become more urgent and more political with the publication of international comparisons of mathematical achievement first at secondary and more recently at primary level e g Lapointe Mead et al 1992 Mullis et al 1997

Elementary Mathematics Curriculum Materials Janine T. Remillard, Ok-Kyeong Kim, 2020-03-16 The book presents comparative analyses of five elementary mathematics curriculum programs used in the U S from three different perspectives the mathematical emphasis the pedagogical approaches and how authors communicate with teachers These perspectives comprise a framework for examining what curriculum materials are comprised of what is involved in reading and interpreting them and how curriculum authors can and do support teachers in this process Although the focus of the analysis is 5 programs used at a particular point in time this framework extends beyond these specific programs and illuminates the complexity of curriculum materials and their role in teaching in general Our analysis of the mathematical emphasis considers how the mathematics content is presented in each program in terms of sequencing the nature of mathematical tasks cognitive demand and ongoing practice and the way representations are used Our analysis of the pedagogical approach examines explicit and implicit messages about how students should interact with mathematics one another the teacher and the textbook around these mathematical ideas as well as the role of the teacher In order to examine how curriculum authors support teachers we analyze how they communicate with teachers and what they communicate about including the underlying mathematics noticing student thinking and rationale for design elements The volume includes

a chapter on curriculum design decisions based on interviews with curriculum authors **Pedagogy in Poverty** Ursula Hoadley, 2017-08-09 As South Africa transitioned from apartheid to democracy changes in the political landscape as well as educational agendas and discourse on both a national and international level shaped successive waves of curriculum reform over a relatively short period of time Using South Africa as a germane example of how curriculum and pedagogy can interact and affect educational outcomes *Pedagogy in Poverty* explores the potential of curricula to improve education in developing and emerging economies worldwide and ultimately to reduce inequality Incorporating detailed empirical accounts of life inside South African classrooms this book is a much needed contribution to international debate surrounding optimal curriculum and pedagogic forms for children in poor schools Classroom level responses to curriculum policy reforms reveal some implications of the shifts between a radical progressive approach and traditional curriculum forms Hoadley focuses on the crucial role of teachers as mediators between curriculum and pedagogy and explores key issues related to teacher knowledge by examining the teaching of reading and numeracy at the foundational levels of schooling Offering a data rich historical sociology of curriculum and pedagogic change this book will appeal to academics researchers and postgraduate students in the fields of education sociology of education curriculum studies educational equality and school reform and the policy and politics of education *Breaking Images* Brian Greer, David Kollosche, Ole Skovsmose, 2024-12-11 Mathematics is an activity something we do not just something inert that we study This rich collection begins from that premise to explore the various social influences institutional forces and lived realities that shape and mould the study and practice of mathematics and are moulded by it in turn These twenty one essays explore questions of mathematics as a topic of philosophy but also the nature and purpose of mathematics education and the role of mathematics in moulding citizens It challenges the biases and prejudices inherent within uninformed histories of mathematics including problems of white supremacy the denial of cultural difference and the global homogenization of teaching methods In particular the book contrasts the effectiveness of mathematics and science in modelling physical phenomena and solving technical problems with its ineffectiveness in modelling social phenomena and solving human problems and urges us to consider how mathematics might better meet the urgent crises of our age The book addresses anybody who is interested in reflecting on the role of mathematics in society from different perspectives It allows mathematicians to ponder about the cultural connections of mathematics and provides new perspectives for philosophical sociological and cultural studies of mathematics Because of the book's emphasis on education in mathematics it is especially interesting for mathematics teachers and teacher educators to challenge their understanding of the subject *Diagramming the Social* Russell Dudley-Smith, Natasha Whiteman, 2020-09-13 This book challenges the hyper production and proliferation of concepts in modern social research It presents a distinctive methodological response to this tendency through an exploration of one of the most underappreciated yet widely deployed conventions for the analysis of social processes the creation of diagrammatic relational spaces Designed

to capture social processes in a way that resists reductive and essentialist categories such spaces have the capacity to produce powerful systematic analyses that break the spell of concept proliferation and its resultant naively realist approach to explaining the world Through an exploration of key examples and series of original case studies the authors demonstrate the application of this approach across a variety of empirical settings and academic disciplines They thus offer a relational and pragmatic approach to social research that resists current trends characterised by supposedly self evident data and or disconnected theory As such the book constitutes an important contribution to some of the central questions in current social research and promises to unsettle and reinvigorate considerations of method across different fields of practice

Curriculum Studies in South Africa W. Pinar, 2010-02-15 While much has been written about South African education now for the first time gathered in one collection are glimpses of South African curriculum studies described by six distinctive points of view

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