

Some Problems of Socio-Cultural Research in Mathematics Teaching and Learning

Stephen Lerman

In the spirit of the conference, this article is not to argue for a socio-cultural perspective. I have been working in this area for close on a decade now and although I sometimes engage in discussions about theoretical perspectives (see Lerman, 1996; 2000) the intention of this paper is somewhat different. Instead I will first summarise some of what I consider the key notions of socio-cultural theory for education in general terms. I will then describe some of the aspects of a socio-cultural perspective on mathematics teaching and learning with which currently I struggle in my work.

Starting Points

I start from the point of view that people are products of the multiple cultural and social situations in which we are born, grow up and develop. These include gender, ethnicity, class, sexual identity, religion, local community, etc. Of course all theories of learning consider social factors to perform a crucial role, and it is useful to distinguish between theories which see social factors as *causative* of learning and those which see social factors as *constitutive* of learning (Smith, 1993). For constructivists social factors are the most common and significant interactions that can trigger disequilibrium in an individual's cognitive system. Accommodation or assimilation then lead to cognitive reorganisation, which is how Piaget defined learning. At the heart of that theory is the notion of the individual coming to situations with context-free knowledge, state of mind, and identity, in which events may or may not trigger disequilibrium. I have argued elsewhere (Lerman, 1998) that one cannot engage with issues of culture, power, or context from this perspective. Socio-cultural theories on the other hand take social, cultural and historical factors to be constitutive of learning in that who one becomes in the range of social, cultural situations in which we grow and develop is constituted by those social, cultural situations. A child does not choose to be a gendered, she or he is formed as gendered from the first day of her or his life. Consider, as a second example, the distinct meaning of elements

Stephen Lerman is Professor at South Bank University, London, UK.

Socio Cultural Aspects On Mathematics Education An International Research Perspectives

Michael Rajnik



Socio Cultural Aspects On Mathematics Education An International Research Perspectives:

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 **Handbook of**

International Research in Mathematics Education Lyn D. English, David Kirshner, 2010-04-02 This book brings together mathematics education research that makes a difference in both theory and practice research that anticipates problems and needed knowledge before they become impediments to progress Second International Handbook of Mathematics

Education Alan Bishop, M.A. (Ken) Clements, Christine Keitel-Kreidt, Jeremy Kilpatrick, Frederick Koon-Shing

Leung, 2012-02-02 ALAN 1 BISHOP The first International Handbook on Mathematics Education was published by Kluwer Academic Publishers in 1996 However most of the writing for that handbook was done in 1995 and generally reflected the main research and development foci prior to 1994 There were four sections 36 chapters and some 150 people contributed to the final volume either as author reviewer editor or critical friend The task was a monumental one attempting to cover the major research and practice developments in the international field of mathematics education as it appeared to the contributors in 1995 Inevitably there were certain omissions some developments were only starting to emerge and some literatures were only sketchy and speculative However that Handbook has had to be reprinted three times so it clearly fulfilled a need and I personally hope that it lived up to what I wrote in its Introduction The Handbook thus attempts not merely to present a description of the international state of the field but also to offer synthetic and reflective overviews on the different directions being taken by the field on the gaps existing in our present knowledge on the current problems being faced and on the future possibilities for development Bishop et al 1996 Since that time there has been even more activity in

our field and now seems a good time to take stock again to reflect on what has happened since 1995 and to create a second Handbook with the same overall goals

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 *Journal for Research in Mathematics Education*, 2013

Beliefs: A Hidden Variable in Mathematics Education? G.C. Leder, Erkki Pehkonen, Günter Törner, 2002 This book focuses on aspects of mathematical beliefs from a variety of different perspectives Current knowledge of the field is synthesized and existing boundaries are extended The volume is intended for researchers in the field as well as for mathematics educators teaching the next generation of students

New Mathematics Education Research and Practice Jürgen Maasz, Wolfgang Schlöglmann, 2006 Mathematics education research has blossomed into many different areas which we can see in the programmes of the ICME conferences as well as in the various survey articles

in the Handbooks However all of these lines of research are trying to grapple with a common problem the complexity of the process of learning mathematics Although our knowledge of the process is more extensive and deeper despite the fragmented nature of research in this area there is still a need to overcome this fragmentation and to see learning as one process with different aspects To overcome this fragmentation this book identifies six themes 1 mathematics culture and society 2 the structure of mathematics and its influence on the learning process 3 mathematics learning as a cognitive process 4 mathematics learning as a social process 5 affective conditions of the mathematics learning process 6 new technologies and mathematics learning This book is addressed to all researchers in mathematic education It gives an orientation and overview by addressing some carefully chosen questions on what is going on and what are the main results and questions what are important books or papers if further information is needed

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

Mathematics Education as a Research Domain: A Search for Identity Anna Sierpinska, Jeremy Kilpatrick, 2014-02-19

Shifts in the Field of Mathematics Education Peter Gates, Robyn Jorgensen (Zevenbergen), 2014-11-02 Professor Stephen Lerman has been a leader in the field of mathematics education for thirty years His work is extensive making many significant contributions to a number of key areas of research Stephen retired from South Bank University in 2012 where he had worked for over 20 years though he continues to work at Loughborough University In this book several of his long standing colleagues and collaborators reflect on his contribution to mathematics education and in so doing illustrate how some of Steve s ideas and interventions have resulted in significant shifts in the domain

Mathematics Education in Different Cultural Traditions- A Comparative Study of East Asia and the West Frederick Koon-Shing Leung, Klaus-D. Graf, Francis J. Lopez-Real, 2006-08-02 The idea of the ICMI Study 13 is outlined as

follows Education in any social environment is influenced in many ways by the traditions of these environments This study brings together leading experts to research and report on mathematics education in a global context Mathematics education faces a split phenomenon of difference and correspondence A study attempting a comparison between mathematics education in different traditions will be helpful to understanding this phenomenon **A Challenge for Mathematics Education**

,2004-06-17 Fruto de un encuentro celebrado en Vilanova i la Geltrú España en julio de 2002 el libro que presentamos hoy trata uno de los temas de gran importancia para la reflexión pedagógica actual el papel de la globalización vehiculado por lo sugerente de lo común y de lo diverso en educación matemática y sus desafíos **Second Handbook of Research on Mathematics Teaching and Learning** Frank K. Lester,2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflect the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community Proceedings of the Symposium on Social Aspects and Recreation Research, February 19-22, 1992, Ontario, California ,1992 The growing demand for recreation at the wildland urban interface throughout the United States poses new challenges for natural resource managers To enable resource managers and researchers to exchange information and ideas the first Symposium on Social Aspects and Recreation Research was held The format of the symposium offered various opportunities for interactive communication among attendees The proceedings contain a keynote address abbreviated versions of 27 oral presentations and summaries of sessions covering poster presentations simulated field trips and round table discussions Issues addressed include these access land stewardship and ethics cultural diversity of recreationists service delivery strategies agency visitor interaction conflict partnerships and data collection techniques **Asian Research in Mathematics Education** Bill Atweh,Lianghuo Fan,Catherine P. Vistro-Yu,2023-05-17 This book focuses on the development of research in mathematics education cultures and its products from the perspective of local educators It consists of contributions from Mainland China Indonesia Korea Macao Singapore the Philippines and Turkey This book examines the development of the culture of research in the respective countries and also reviews the research conducted in the recent past in mathematics education It takes a

critical stance through identifying the various accomplishments and identifying challenges for the future of research in terms of its diversification and quality Divided into two sections the first section considers factors around the development of a research culture in the respective countries by focusing on the means used to develop research expertise and quality The second section consists of overviews of the area of research and methodologies conducted in mathematics education in the various countries with the intention of highlighting the research topics conducted as well as discussing omissions of such research

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

Perspectives on Practice and Meaning in Mathematics and Science Classrooms D. Clarke, 2006-04-11 This is a variegated picture of science and mathematics classrooms that challenges a research tradition that converges on the truth The reader is surrounded with different images of the classroom and will find his beliefs confirmed or challenged The book is for educational researchers research students and practitioners with an interest in optimizing the effectiveness of classrooms as environments for learning

International Encyclopedia of Education , 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A

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Whispering the Strategies of Language: An Psychological Journey through **Socio Cultural Aspects On Mathematics Education An International Research Perspectives**

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