

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.

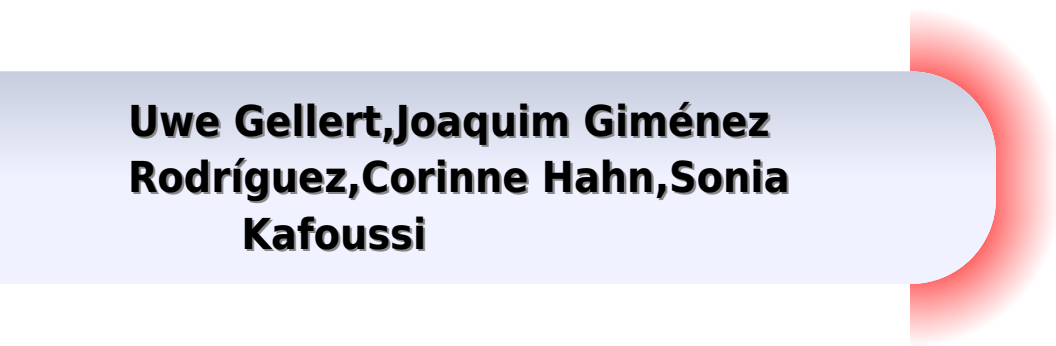
Starting Points

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

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Socio Cultural Aspects On Mathematics Education An International Research Perspective

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