



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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Socio Cultural Aspects On Mathematics Education An International Research Perspectives

Lyn D. English, David Kirshner



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

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

Journal for Research in Mathematics Education, 2013 **New Mathematics Education Research and Practice** Jürgen Maasz, Wolfgang Schölglmann, 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

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

Socio Cultural Aspects On Mathematics Education An International Research Perspectives Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the power of words has become more evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **Socio Cultural Aspects On Mathematics Education An International Research Perspectives**, a literary masterpiece that delves deep in to the significance of words and their affect our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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