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Editors

Mapping Equity and Quality in Mathematics Education

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Yan Ping Xin, Ron Tzur, Helen Thouless



Mapping Equity And Quality In Mathematics Education:

Mapping Equity and Quality in Mathematics Education Bill Atweh, Mellony Graven, Walter Secada, Paola Valero, 2011-01-06 Concerns about quality mathematics education are often posed in terms of the types of mathematics that are worthwhile and valuable for both the student and society in general and about how to best support students so that they can develop this mathematics Concerns about equity are about who is excluded from the opportunity to develop quality mathematics within our current practices and systems and about how to remove social barriers that systematically disadvantage those students This collection of chapters summarises our learning about the achievement of both equity and quality agendas in mathematics education and to move forward the debate on their importance for the field *Mapping Equity and Quality in Mathematics Education* Bill Atweh, Mellony Graven, Walter Secada, Paola Valero, 2011-01-11 Concerns about quality mathematics education are often posed in terms of the types of mathematics that are worthwhile and valuable for both the student and society in general and about how to best support students so that they can develop this mathematics Concerns about equity are about who is excluded from the opportunity to develop quality mathematics within our current practices and systems and about how to remove social barriers that systematically disadvantage those students This collection of chapters summarises our learning about the achievement of both equity and quality agendas in mathematics education and to move forward the debate on their importance for the field **Refractions of Mathematics Education** Christer Bergsten, Bharath Sriraman, 2015-05-01 The diversity of research in mathematics education has been addressed as both a problem and a strength When manifested through adherence to different intellectual roots and theoretical orientations diversions constitute refractions of mathematics education The collection and analysis of empirical data in a study are by necessity refracted through the specific analytical lens employed as well as the aim of the study itself Refractions can also refer to looking at old phenomena through new lenses The chapters in this book are refracted through philosophical political mathematical and personal lenses by distinguished authors in the field addressing issues about the elusive experience of doing mathematics purification of texts refractions mathematics and ethnomathematics political messages in textbook tasks mathematics education policy debate the political in mathematics education research philosophy and mathematics meanings and representations identity of mathematical modeling and dilemmas in the teaching of calculus An ancient Sanskrit adage states that Knowledge is something that grows when shared but shrinks when hoarded Academics engaged in the generation of new Knowledge are blessed with both the time and the freedom to engage in pursuits that allow for intellectual pleasure As a phenomenon of the Zeitgeist many have succumbed to the increased corporatization of academic work engaging in activities for monetary and self advancement purposes Are there any real intellectuals left in academia a l Adorno Bourdieu Chomsky Foucault among others This Festschrift is dedicated to academics that don t bother with self promotion or aggrandizement of themselves or their ideas in simplistic terms *Mathematics Education and Language Diversity* Richard

Barwell, Philip Clarkson, Anjum Halai, Mercy Kazima, Judit Moschkovich, Núria Planas, Mamokgethi Setati-Phakeng, Paola Valero, Martha Villavicencio Ubillús, 2015-11-25 THIS BOOK IS AVAILABLE AS OPEN ACCESS BOOK ON SPRINGERLINK

This book examines multiple facets of language diversity and mathematics education. It features renowned authors from around the world and explores the learning and teaching of mathematics in contexts that include multilingual classrooms, indigenous education, teacher education, blind and deaf learners, new media, and tertiary education. Each chapter draws on research from two or more countries to illustrate important research findings, theoretical developments, and practical strategies. This open access book examines multiple facets of language diversity. *Enabling Mathematics Learning of Struggling Students*

Yan Ping Xin, Ron Tzur, Helen Thouless, 2022-07-11 This book provides prospective and practicing teachers with research insights into the mathematical difficulties of students with learning disabilities and classroom practices that address these difficulties. This linkage between research and practice celebrates teachers as learners of their own students' mathematical thinking, thus contributing an alternative view of mathematical progression in which students are taught conceptually. The research-based volume presents a unique collaboration among researchers in special education, psychology, and mathematics education from around the world. It reflects an ongoing work by members of the International Group for the Psychology of Mathematics Education (PME) and the North American Chapter of the PME Working Groups. The authors of chapters in this book, who have been collaborating extensively over the past 7 years, are from Australia, Canada, the United Kingdom, and the United States. Toward Equity in Quality in Mathematics Education

Murad Jurdak, 2009-07-30 Educational equity and quality are not only research issues which cut across different disciplines but are major determinants of socio-economic and human development in both industrial and developing countries. The status and role of mathematics, a subject which has long enjoyed a privileged status in school curricula worldwide due to its perceived role in science and technology, render equity and quality in mathematics education at the heart of human development. This is reflected by governments' relatively large investments in improving the quality of mathematics education and extending it to marginalized and underprivileged groups. The purpose of *Toward Equity in Quality in Mathematics Education* is four-fold. First, the book examines the constructs of equity and quality and their interdependence from different perspectives. Second, it develops a conceptual framework for studying and analyzing the two constructs. Third, it examines, consolidates, and re-structures the literature on equity and quality in mathematics education. Finally, using data from TIMSS 2003, the book investigates the within and across country impact of the different equity-related factors on mathematics achievement in a sample of countries representative of worldwide geographical and cultural regions. *Towards Equity in Quality in Mathematics Education* uses a multi-dimensional conceptual framework to study and analyze issues in equity and quality. The framework consists of five perspectives hypothesized as determinants of equity in quality in mathematics education: Mathematical, societal, educational, ideological, and genetic. The framework can be thought of as a pyramid with mathematics as its base and the societal

educational ideological and genetic perspectives as its faces Thus each point within this pyramid represents a unique equity in quality situation i e with different coordinates with respect to mathematical societal educational ideological and genetic perspectives Towards Equity in Quality in Mathematics Education is useful for teachers and researchers in mathematics education

Building Inclusive Education in K-12 Classrooms and Higher Education: Theories and Principles Koreeda, Kiyoji, Tsuge, Masayoshi, Ikuta, Shigeru, Dalton, Elizabeth Minchin, Ewe, Linda Plantin, 2023-06-12 Most people recognize the importance of inclusive education and hope to promote it everywhere at all levels and situations in education However the road to realizing this ideal is by no means a smooth one due to this further study is required Building Inclusive Education in K 12 Classrooms and Higher Education Theories and Principles discusses various inclusive practices in K 12 classrooms and higher education all over the world and presents problems and challenges that educators are struggling to overcome Covering key topics such as educational technology global movement and inclusive education this major reference work is ideal for administrators policymakers industry professionals researchers academicians scholars practitioners instructors and students

Troubling Notions of Global Citizenship and Diversity in Mathematics Education Anna Chronaki, Ayşe Yolcu, 2025-03-06 This edited volume explores how mathematics education is re configured in relation to its past present and future when the rhetoric of critical global citizenship education is being applied to diverse local settings Drawing upon diverse theoretical and methodological traditions across the globe including countries in South America Asia Australia and Europe each chapter challenges and eventually troubles the wide circulation of a universal imagery of citizenship based on mathematical competence in not only curriculum school reforms and policy but also in teaching and learning practices Troubling the Euro centric and global notions of citizenship and diversity the book foregrounds local practices in mathematics education to portray a broader picture for the current problems of equity social justice and democracy The book also engages with critical discussions on how citizens and noncitizen are being fabricated in the context of educational policies and specific mathematical practices First of its kind to trouble what is at stake when mathematics education is framed within the discourses of citizenship globally through challenging and problematising what is understood as normal this book will be of relevance to scholars academics and researchers in the field of sociology of education anthropology of education philosophy of education mathematics education citizenship studies and international and comparative education

World Yearbook of Education 2017 Julie Allan, Alfredo J. Artiles, 2016-12-01 This latest volume in the World Yearbook of Education series examines the relationship between assessment systems and efforts to advance equity in education at a time of growing inequalities It focuses on the political motives behind the expansion of an assessment industry the associated expansion of an SEN industry and a growth in consequential accountability systems Split into three key sections the first part is concerned with the assessment industry and considers the purpose and function of assessment in policy and politics and the political context in which particular assessment practices have emerged Part II of the book on assessing deviance

explores those assessment and identification practices that seek to classify different categories of learners including children with Limited English Proficiency with special needs and disabilities and with behavioural problems The final part of the book considers the consequences of assessment and the possibility of fairer and more equitable alternatives examining the production of inequalities within assessment in relation to race class gender and disability Discussing in detail the complex historical intersections of assessment and educational equity with particular attention to the implications for marginalised populations of students and their families this volume seeks to provide reframings and reconceptualisations of assessment and identification by offering new insights into economic and cultural trends influencing them Co edited by two internationally renowned scholars Julie Allan and Alfredo J Artiles World Yearbook of Education 2017 will be a valuable resource for researchers graduates and policy makers who are interested in the economic trends of global education assessment

Proceedings of the 13th International Congress on Mathematical Education Gabriele

Kaiser, 2017-10-31 This book is open access under a CC BY 4.0 license The book presents the Proceedings of the 13th International Congress on Mathematical Education ICME 13 and is based on the presentations given at the 13th International Congress on Mathematical Education ICME 13 ICME 13 took place from 24th 31st July 2016 at the University of Hamburg in Hamburg Germany The congress was hosted by the Society of Didactics of Mathematics Gesellschaft für Didaktik der Mathematik GDM and took place under the auspices of the International Commission on Mathematical Instruction ICMI ICME 13 brought together about 3 500 mathematics educators from 105 countries additionally 250 teachers from German speaking countries met for specific activities Directly before the congress activities were offered for 450 Early Career Researchers The proceedings give a comprehensive overview on the current state of the art of the discussions on mathematics education and display the breadth and deepness of current research on mathematical teaching and learning processes The book introduces the major activities of ICME 13 namely articles from the four plenary lecturers and two plenary panels articles from the five ICMI awardees reports from six national presentations three reports from the thematic afternoon devoted to specific features of ICME 13 Furthermore the proceedings contain descriptions of the 54 Topic Study Groups which formed the heart of the congress and reports from 29 Discussion Groups and 31 Workshops The additional important activities of ICME 13 namely papers from the invited lecturers will be presented in the second volume of the proceedings

Handbook of International Research in Mathematics Education Lyn D. English, David Kirshner, 2015-07-30

This third edition of the Handbook of International Research in Mathematics Education provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner this collection brings together overviews and advances in mathematics education research spanning established and emerging topics diverse workplace and school environments and globally representative research priorities New perspectives are presented on a range of critical topics

including embodied learning the theory practice divide new developments in the early years educating future mathematics education professors problem solving in a 21st century curriculum culture and mathematics learning complex systems critical analysis of design based research multimodal technologies and e textbooks Comprised of 12 revised and 17 new chapters this edition extends the Handbook's original themes for international research in mathematics education and remains in the process a definitive resource for the field **Journal for Research in Mathematics Education**, 2014

Interrogating Whiteness and Relinquishing Power Nicole M. Joseph, Chayla Haynes, Floyd Cobb, 2016 Interrogating Whiteness and Relinquishing Power White Faculty's Commitment to Racial Consciousness in STEM Classrooms is a collection of narratives that will transform the teaching of any faculty member who teaches in the STEM system The book links issues of inclusion to teacher excellence at all grade levels by illuminating the critical influence that racial consciousness has on the behaviors of White faculty in the classroom It functions as an analytical tool scaffolding exemplary examples to inspire readers to engage in the complex and difficult work of assessing their own racial consciousness and teacher effectiveness White pre service teachers in STEM education rarely see the importance of the link between race and the teaching and learning of mathematics in part because the White faculty who are teaching these subjects rarely engage in the study of racial projects in STEM From this perspective the authors of this book contend that the classroom is a racialized environment that if not addressed can reproduce racial structures and hierarchies in cyclical ways *New Directions for Equity in Mathematics Education* Walter G. Secada, Elizabeth Fennema, Lisa Byrd Adajian, 1995-04-28 This book examines equity from the standpoint of mathematics education an excellent forum for the topic since the results are quantifiable and the disparity in performance is stark **Equity in Discourse for Mathematics Education** Beth Herbel-Eisenmann, Jeffrey

Choppin, David Wagner, David Pimm, 2011-12-09 This book explores the connection between the ways people speak in mathematics classrooms and their opportunities to learn mathematics The words spoken heard written and read in mathematics classrooms shape students sense of what mathematics is and of what people can do with mathematics The authors employ multiple perspectives to consider the means for transformative action with respect to increasing opportunities for traditionally marginalized students to form mathematical identities that resonate with their cultural social linguistic and political beings *Access and Equity* Sandra Crespo, Sylvia Celedon-Pattichis, Marta Civil, 2017 **Equity in Mathematics Education** Constantinos Xenofontos, 2019-10-01 Following in the steps of the socio political turn of the discipline Equity in Mathematics Education Addressing a Changing World emerged as a response of the editor and the chapter authors to the enormous changes that have in the last years occurred at a global level for example the ongoing war in Syria the political in actions of powerful nations to fight climate change the rise of far right parties in many countries around the world and so on In recent years massive migration waves from the Middle East have caused significant demographic changes to many European countries Canada and the US that are reflected in schools and classrooms These

observations have led this book's contributors to reconsider the concept and or practice of equity and its related concept social justice and the role of mathematics education research in addressing and promoting a fairer world. Contrary to other perhaps highly specialized books concerned with similar topics this book aims to provide a smooth yet deep introduction to those who are new to this research area. *Equity in Mathematics Education: Addressing a Changing World* contributes to the understanding of equity and its complex relations to mathematics education. It is anticipated that it will support individuals in teaching, educational research, policy making and planning and teacher education in becoming more aware of the interplay between school mathematics and socio-political issues that ultimately impacts the lives of learners and their communities, teachers as practitioners and as citizens, the wider society and the world as a whole. Even though each chapter can be read independently of others, an engagement with all chapters in this volume will provide readers with a solid, holistic understanding of the research territory of equity and mathematics education.

Towards Equity in Mathematics

Education Helen Forgasz, Ferdinand Rivera, 2012-03-21 This volume gathers together twenty major chapters that tackle a variety of issues associated with equity in mathematics education along the dimensions of gender, culture, curriculum, diversity and matters of a biological nature. The pursuit of equity in mathematics education is an important concern in the history of the present. Since there is no doubt about the significant role of mathematics in almost every aspect of life, it means that all individuals, regardless of sex, in any age range and in whatever context, need to be provided with an opportunity to become mathematically able. The publication of this Springer volume on equity in mathematics education is situated at a time when there is strong and sustained research evidence indicating the persistence of an equity gap in mathematics, which has now enabled the mathematics education community to engage in a discourse of access for all. The research studies that are reported and discussed in the volume have been drawn from an international group of distinguished scholars whose impressive forward-looking and thought-provoking perspectives on relevant issues incite, broaden and expand complicated conversations on how we might effectively achieve equity in mathematics education at the local, institutional and systemic levels. Further, the up-to-date research knowledge in the field that is reflected in this volume provides conceptual and practical outlines for mechanisms of change, including models, examples and usable theories that can inform the development of powerful, equitable practices and the mobilization of meaningful equity interventions in different contexts of mathematics education.

Toward Equity and Social Justice in Mathematics Education Tonya Gau Bartell, 2018-08-14 This critical volume responds to the enduring challenge in mathematics education of addressing the needs of marginalized students in school mathematics and stems from the 2015 Annual Meeting of the North American Group of the Psychology of Mathematics Education (PME-NA). This timely analysis brings greater clarity and support to such challenges by narrowing in on four foci: theoretical and political perspectives toward equity and justice in mathematics education; identifying and connecting to family and community funds of knowledge; student learning and engagement in preK-12 mathematics classrooms; and supporting

teachers in addressing the needs of marginalized learners Each of these areas examines how race class culture power justice and mathematics teaching and learning intersect in mathematics education to sustain or disrupt inequities and include contributions from scholars writing about mathematics education in diverse contexts Included in the coverage Disrupting policies and reforms to address the needs of marginalized learners A socio spatial framework for urban mathematics education Linking literature on allywork to the work of mathematics teacher educators Transnational families mathematical funds of knowledge Multilingual and technological contexts for supporting learners mathematical discourse Preservice teachers strategies for teaching mathematics with English learners Toward Equity and Social Justice in Mathematics Education is of significant interest to mathematics teacher educators and mathematics education researchers currently addressing the needs of marginalized students in school mathematics It is also relevant to teachers of related disciplines administrators and instructional designers interested in pushing our thinking and work toward equity and justice in mathematics education

Quality in Education Keith Watson,Celia Modgil,Sohan Modgil,1997 One of a series of four high level debates on major educational issues this book concerns issues about the administration and control of education

The Top Books of the Year Mapping Equity And Quality In Mathematics Education The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous compelling novels enthraling the hearts of readers worldwide. Lets delve into the realm of popular books, exploring the engaging narratives that have captivated audiences this year. Mapping Equity And Quality In Mathematics Education : Colleen Hoover's "It Ends with Us" This touching tale of love, loss, and resilience has gripped readers with its raw and emotional exploration of domestic abuse. Hoover expertly weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can succeed. Uncover the Best : Taylor Jenkins Reid's "The Seven Husbands of Evelyn Hugo" This captivating historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reid's compelling storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Mapping Equity And Quality In Mathematics Education : Delia Owens' "Where the Crawdads Sing" This mesmerizing coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens spins a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These bestselling novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of compelling stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a brilliant and thrilling novel that will keep you speculating until the very end. The novel is a cautionary tale about the dangers of obsession and the power of evil.

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