

Murad Jurdak

Toward Equity in Quality in Mathematics Education

 Springer

Toward Equity In Quality In Mathematics Education

Frank K. Lester, Joan Ferrini-Mundy



Toward Equity In Quality In Mathematics Education:

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

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

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 Access and Equity Dorothy Y. White, Anthony M. A. Fernandes, Marta Civil, 2018 The Proceedings of the 12th International Congress on Mathematical Education Sung Je Cho, 2015-02-10 This book comprises the Proceedings of the 12th International Congress on Mathematical Education ICME 12 which was held at COEX in Seoul Korea from July 8th to 15th 2012 ICME 12 brought together 3500 experts from 92 countries working to understand all of the intellectual and attitudinal challenges in the subject of mathematics education as a multidisciplinary research and practice This work aims to serve as a platform for deeper more sensitive and more collaborative involvement of all major contributors towards educational improvement and in research on the nature of teaching and learning in mathematics education It introduces the major activities of ICME 12 which have successfully contributed to the sustainable development of mathematics education across the world The program provides food for thought and inspiration for practice for everyone with an interest in mathematics education and makes an essential reference for teacher educators curriculum developers and researchers in mathematics education The work includes the texts of the four plenary lectures and three plenary panels and reports of three survey groups five National presentations the abstracts of fifty one Regular lectures reports of thirty seven Topic Study Groups and seventeen Discussion Groups *Social and Political Dimensions of Mathematics Education* Murad Jurdak, Renuka Vithal, Elizabeth de Freitas, Peter Gates, David Kollosche, 2016-04-05 This book examines the current thinking on five critical social and political areas in mathematics education It focuses on material conditions in teaching and learning and details features of social life and their influence on mathematics teaching learning and achievement Following an introduction the first section addresses equitable access and participation in quality mathematics education It explores this issue in different contexts and from different ideological perspectives The second section traces the emergence and development of the notion of activism in mathematics education

in theory in the literature in research and in practice The third section then moves on to explore current research on the political forces at work in identity subjectivity and disability within mathematics education showing how emphasis on language and discourse provides information for this research and how new directions are being pursued to address the diverse material conditions that shape learning experiences in mathematics education Economic factors behind mathematics achievement form the topic of section four which examines the political dimensions of mathematics education through the influence of national and global economic structures The final section addresses distribution of power and cultural regimes of truth based on the premise that although often deemed apolitical mathematics and mathematics education are highly political institutions in our society The book concludes with a summary and recommendations for the future

Access and Equity Sandra Crespo, Sylvia Celedon-Pattichis, Marta Civil, 2017 **Mathematics Learning in Early Childhood** National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Early Childhood Mathematics, 2009-11-13 Early childhood mathematics is vitally important for young children's present and future educational success Research demonstrates that virtually all young children have the capability to learn and become competent in mathematics Furthermore young children enjoy their early informal experiences with mathematics Unfortunately many children's potential in mathematics is not fully realized especially those children who are economically disadvantaged This is due in part to a lack of opportunities to learn mathematics in early childhood settings or through everyday experiences in the home and in their communities Improvements in early childhood mathematics education can provide young children with the foundation for school success Relying on a comprehensive review of the research **Mathematics Learning in Early Childhood** lays out the critical areas that should be the focus of young children's early mathematics education explores the extent to which they are currently being incorporated in early childhood settings and identifies the changes needed to improve the quality of mathematics experiences for young children This book serves as a call to action to improve the state of early childhood mathematics It will be especially useful for policy makers and practitioners those who work directly with children and their families in shaping the policies that affect the education of young children

Access and Equity Anthony M. A. Fernandes, Sandra Crespo, Marta Civil, 2017 **Towards Equity in Mathematics Education** Helen Forgasz, Ferdinand Rivera, 2012-03-19 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 *BOLESWA Conference ,2000* **Journal for Research in Mathematics Education** ,2015

Proceedings of the NCTM Research Catalyst Conference Frank K. Lester,Joan Ferrini-Mundy,2004

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 **American Educational Research Association Annual Meeting Program** American Educational Research Association,2007 **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 Review of Southern African Studies ,2000 **Annual Report** Carnegie Corporation of New York,1995 Report for 1921 22 includes a summary of all preceding grants of the corporation since its inception in 1911 **Access and Equity in Higher Education** ,2004 Contributed articles **Mathematics on the Internet** Jerry A. Ameis,2006 Aligned with NCTM Standards this brief book helps teachers in elementary middle and high schools to become better acquainted with some of the resource materials and information available on the Internet for teaching mathematics FEATURES Annotated list of websites Contains a list of websites that offer resources for teaching mathematics and professional development opportunities Reduces time teachers spend searching for these resources NEW receive a code to a website that links you directly to each URL listed in the book Examples Presents additional useful examples on using the Internet Assists readers in using and understanding the developing world of information technology for teaching mathematics NCTM Principles and Standards for School Mathematics overview Provides useful information regarding mathematics reform presents an example of teaching mathematics that reflects the NCTM standards and gives students a clear basis for understanding modification in mathematics

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