

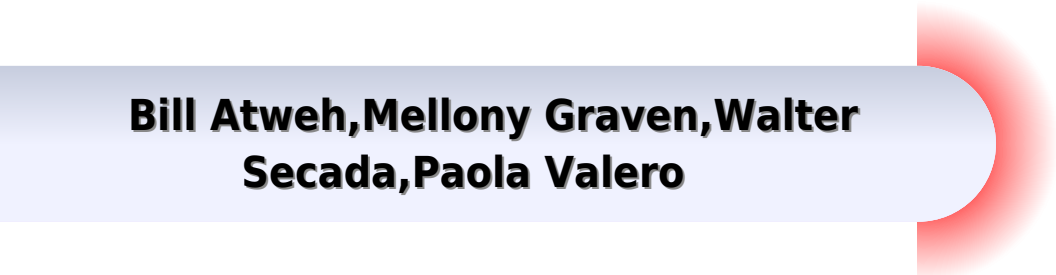
Murad Jurdak

Toward Equity in Quality in Mathematics Education

 Springer

Toward Equity In Quality In Mathematics Education

**Bill Atweh, Mellony Graven, Walter
Secada, Paola Valero**



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

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 *Educators of the Mediterranean... Up Close and Personal* Ronald G Sultana, 2012-01-01 A score of prominent educators from South Europe and the Middle East and North Africa region speak about their upbringing their educational and professional journeys their academic achievements and their struggles in order to enhance democracy justice and equity in their countries and across the

Mediterranean The interviews in this volume shed light on educational movements challenges and aspirations in a region that is attaining increasing importance geo politically and in comparative and international studies These are powerful and critical voices providing readers with fresh often unexpected insights about contexts cultures and convictions that deserve global attention The interviews with these men and women inform intrigue but above all inspire calling as they do for an earnest commitment to a vision of education as a transformative democratising force In contrast to the global totalising discourse that has increasingly defined education in narrowly economic terms here are the beginnings of alternative agendas inviting citizens to read and decode the world around them and to confront power wherever it lies In doing so the educators in this volume draw upon and put at our disposal a wide array of theoretical lenses nimbly weaving these within a narrative that speaks about a lifetime lived in the hope of making a difference These then are vivid engaging and reflexive accounts emerging from contexts where democracy has only recently taken root if at all and from a region that has come to symbolize the return of the political and the reclaiming of the public sphere as a site for transformation contestation revolt and hope

Access and Equity Dorothy Y. White, Anthony M. A. Fernandes, Marta Civil, 2018

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

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

Mathematics at the Margins Elizabeth Warren,Jodie Miller,2016-03-17 This book reports the impact a four year longitudinal study Representations Oral Language and Engagement in Mathematics RoleM had on teachers and students from 16 schools in disadvantaged contexts It offers theories with regard to the interplay between teaching and learning mathematics as teachers and students in these contexts implement a mathematics program The data are longitudinal drawn from 154 teachers and their students up to 1738 students from the first four years of school Foundation to Year 3 To ascertain the effectiveness of the RoleM Professional Learning model teachers were interviewed three times a year and pre and post tests were administered to students at the beginning and end of each year Students results indicated that all students understanding of mathematics improved significantly with the ESL students showing the greatest gains Their

results matched the norm referenced expectations for all Australian students of this age This book shares the journey of these teachers Indigenous teacher aides and students It outlines the dimensions of the research findings that supported teachers to become effective teachers of mathematics and assisted students in becoming successful learners of mathematics The book also draws on the expertise of researchers from both Canada and New Zealand They share the similarities and the differences between RoleM findings and their own contexts in order to draw general conclusions for the effective teaching and learning of mathematics at the margins of society *The Disorder of Mathematics Education* Hauke Straehler-Pohl, Nina Bohlmann, Alexandre Pais, 2016-08-23 Research within a socio political paradigm or turn has been gradually recognized and institutionalized as an important part of mathematics education This book focuses on the neglected problems tensions and contradictions evoked by this process The authors do this by challenging current regimes of truth about mathematics education by identifying how recent technological developments challenge or suspend contemporary conceptions of mathematics education by critiquing the ideological entanglement of mathematics its education and schooling with capitalism by self reflective analyses of researchers impacts on shaping what is and can be perceived as the practice of mathematics education research and by confronting main stream mathematics education with socio political contexts that are usually neglected In this way mathematical rationality becomes contextualized within contemporary society where it reproduces itself through technologies social practices media and other spheres of social life

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

Handbook of Urban Education H. Richard Milner IV, Kofi Lomotey, 2021-04-14 This second edition of the Handbook of Urban Education offers a fresh fluid and diverse range of perspectives from which the authors describe analyze and offer recommendations for urban education in the US Each of the seven sections includes an introduction providing an overview and contextualization of the contents In addition there are discussion questions at the conclusion of many of the 31 chapters The seven sections in this edition of the Handbook include 1 Multidisciplinary Perspectives e g economics health sciences sociology and human development 2 Policy and Leadership 3 Teacher Education and Teaching 4 Curriculum Language and Literacy 5 STEM 6 Parents Families and Communities and 7 School Closures Gentrification and Youth Voice and Innovations

Chapters are written by leaders in the field of urban education and there are 27 new authors in this edition of the Handbook. The book covers a wide and deep range of the landscape of urban education. It is a powerful and accessible introduction to the field of urban education for researchers, theorists, policymakers and practitioners as well as a critical call for the future of the field for those more seasoned in the field. **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. **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

Invited Lectures from the 13th International Congress on Mathematical Education Gabriele Kaiser, Helen Forgasz, Mellony Graven, Alain Kuzniak, Elaine Simmt, Binyan Xu, 2018-02-05 The book presents the Invited Lectures given at 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 f r Didaktik der Mathematik GDM and took place under the auspices of the International Commission on Mathematical Instruction ICMI ICME 13 the biggest ICME so far brought together about 3500 mathematics educators from 105 countries additionally 250 teachers from German speaking countries met for specific activities The scholars came together to share their work on the improvement of mathematics education at all educational levels The papers present the work of prominent mathematics educators from all over the globe and give insight into the current discussion in mathematics education The Invited Lectures cover a wide spectrum of topics themes and issues and aim to give direction to future research towards educational improvement in the teaching and learning of mathematics education This book is of particular interest to researchers teachers and curriculum developers in mathematics education

Integrating Gender Equity Into Mathematics Curriculum and Teacher Education Incikabi, Lutfi, 2025-10-01 Integrating gender equity into mathematics curriculum and teacher education creates more inclusive learning environments Mathematics is often perceived and taught as a gender neutral subject yet disparities in participation achievement and confidence among students of different genders reveal the influence of biases and systemic barriers Addressing these issues requires an examination of what is taught and how with a focus on challenging stereotypes promoting diverse role models and fostering equitable classroom practices For teacher education programs this means preparing future educators to recognize gender based assumptions use inclusive pedagogies and cultivate classroom cultures that support all learners Integrating gender equity into mathematics education is essential for unlocking students full potential Integrating Gender Equity Into Mathematics Curriculum and Teacher Education explores how gender equity can be integrated into mathematics curriculum and teacher education to address systemic biases and promote inclusive learning environments It examines the impact of gender on student participation and achievement and how teacher preparation can equip educators to use equitable teaching practices This book covers topics such as gender bias educational assessments and educational policy and reform and is a useful resource for educators sociologists policymakers academicians researchers and scientists

Critical Mathematics Education Paul Ernest, Bharath Sriraman, Nuala Ernest, 2016-01-01 Mathematics is traditionally seen as the most neutral of disciplines the furthest removed from the arguments and controversy of politics and social life However critical mathematics challenges these assumptions and actively attacks the idea that mathematics is pure

objective and value neutral. It argues that history, society and politics have shaped mathematics not only through its applications and uses but also through molding its concepts, methods and even mathematical truth and proof, the very means of establishing truth. Critical mathematics education also attacks the neutrality of the teaching and learning of mathematics, showing how these are value-laden activities indissolubly linked to social and political life. Instead, it argues that the values of openness, dialogicality, criticality towards received opinion, empowerment of the learner and social, political engagement and citizenship are necessary dimensions of the teaching and learning of mathematics if it is to contribute towards democracy and social justice. This book draws together critical theoretic contributions on mathematics and mathematics education from leading researchers in the field. Recurring themes include: The natures of mathematics and critical mathematics education; issues of epistemology and ethics; Ideology, the hegemony of mathematics; ethnomathematics and real life education; Capitalism, globalization, politics, social class, habitus, citizenship and equity. The book demonstrates the links between these themes and the discipline of mathematics and its critical teaching and learning. The outcome is a groundbreaking collection unified by a shared concern with critical perspectives of mathematics and education and of the ways they impact on practice.

Access and Equity Anthony M. A. Fernandes, Sandra Crespo, Marta Civil, 2017

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