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Reflections on recontextualising Bernstein's sociology in teachers instructional strategies.

Ubuz, Behiye (ed.) et al., CERME 8. Proceedings of the eighth congress of the European Society of Research in Mathematics Education, Antalya, Turkey, February 6–10, 2013. Ankara: Middle East Technical University (ISBN 978-975-429-315-9). 1656-1665 (2013).

Summary: We discuss the complex process of developing an in-service teacher-training program that aims at promoting teachers' explication strategies. Therefore, we critically examine this process from the sociological perspective that has provided the theoretical basic tenets for our work. Following *B. Bernstein's* sociology of education [Pedagogy, symbolic control and identity: theory, research, critique (rev. ed.). Lanham: Rowman & Littlefield (2000)], these basic tenets are, 1) that the recontextualisation of knowledge in schools creates a social order, 2) that the hierarchising of meanings that permeates this process is constructed in social arenas outside school, and 3) that a mathematics education for social justice requires the explicating of hierarchies of meanings in school. An analysis of one teacher's realization of instructional explication strategies will build the grounds for this reflection.

Classification: C60 D40 D39

Keywords: sociology; teachers' explication strategies; recontextualisation of knowledge; hierarchising of meanings; social justice