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From identity to identifying – tools for discourse analysis of identity construction in the mathematics classroom.

Lindmeier, Anke M. (ed.) et al., Proceedings of the 37th conference of the International Group for the Psychology of Mathematics Education “Mathematics learning across the life span”, PME 37, Kiel, Germany, July 28–August 2, 2013. Vol. 3. Kiel: IPN–Leibniz Institute for Science and Mathematics Education at the University of Kiel (ISBN 978-3-89088-289-5). 57-64 (2013).

Summary: This report describes a new method for analysing the ways that students’ mathematical identities are constructed in class. Its uniqueness is in tending to the emotional and social aspects of learning, as well as the cognitive ones, using a single, unified set of conceptual tools. These tools are an extension of the tools offered by the communicational (commognitive) theory proposed by *A. Sfard* [Thinking as communicating. Human development, the growth of discourses, and mathematizing. Cambridge: Cambridge University Press (2008; ME 2011d.00346)] and are thus tailored specifically for the analysis of mathematical learning. The main conceptual division is made between mathematizing (talking about mathematical objects) and subjectifying (talking about the participants of the discourse). This division forms the basis of an operational set of discursive categorizations for “identifying” activity, enabling the extraction of identity narratives from spontaneous interactions in class.

Classification: C20 D20 C30

Keywords: mathematical identities; emotional aspects of learning; social aspects for learning; discourse analysis; identity construction