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**Designing for generative activities: expanding spaces for learning and teaching.**

Hegedus, Stephen J. (ed.) et al., The SimCalc vision and contributions. Democratizing access to important mathematics. Dordrecht: Springer (ISBN 978-94-007-5695-3/hbk; 978-94-007-5696-0/ebook). Advances in Mathematics Education, 85-97 (2013).

Summary: The focus of this chapter is on issues of equity in generative activities and in SimCalc's goal of democratizing access to rigorous mathematics. Changes in content, opportunities to participate, and avenues for students to draw on the varied cultural and linguistic resources they bring to learning are explored. They are also theorized in light of research findings from SimCalc and other network-supported activities. The author explores expansion in classroom social spaces resulting from the multiplicity of ways that students can participate and contribute. The expansion that emerges via engaging varieties of students' backgrounds and cultural displays is central to efforts to pursue equity through generative design of networked classrooms.

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