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**Learners in transition between contexts.**

Clements, M. A. (ed.) et al., Third international handbook of mathematics education. Berlin: Springer (ISBN 978-1-4614-4683-5/hbk; 978-1-4614-4684-2/ebook). Springer International Handbooks of Education 27, 169-201 (2013).

Summary: In this chapter, we explore, from a social justice perspective, conceptions of learners in transition between contexts and evaluate pedagogical practices that have been advocated for such learners. Learning occurs as learners reflect on their transition between contexts, particularly when there are differences in what content knowledge is valued, the relationships between participants and how activities are undertaken. From this perspective, productive pedagogical practices for learners in transition are those that build and sustain relationships between learners and mathematics and between learners and others, including those outside the classroom. We look specifically at examples of pedagogical practices that draw on ethnomathematics and critical mathematics education for their inspiration.

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