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Lowrie, Tom; Jorgensen, Robyn

Teaching mathematics remotely: changed practices in distance education.

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Summary: This investigation explored the challenges of creating meaningful mathematics practices for a community engaged in distance education. Specifically, the study maps the influence of new technologies on the practices of a learning community where mathematics was taught remotely. The theoretical framework of this study utilised Bourdieu's work on practice to consider the changed nature of the field, in this case, remote education provision, over time. By using Bourdieu's notion of field, we are better able to understand the ways in which practices and discourses shape particular ways of working in rural education provision. The results of the study show that field 1 was innovative and beyond the non-school world, while field 2 lagged behind the technological resources of the non-school world.

Classification: U50 C70 D40

Keywords: teaching practices; distance education; Bourdieu; technology; rural education; remote education
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