

**ZMATH 2013a.00253**

**Moschkovich, Judit N.**

**How equity concerns lead to attention to mathematical discourse.**

Herbel-Eisenmann, Beth (ed.) et al., Equity in discourse for mathematics education. Theories, practices, and policies. Based on a conference, Rochester, NY, USA, May 2008. Dordrecht: Springer (ISBN 978-94-007-2812-7/hbk; 978-94-007-2813-4/ebook). Mathematics Education Library 55, 89-105 (2012).

Summary: This chapter examines the connections between equity and mathematical discourse and explores how discourse is relevant to equity. Through commentary on the preceding three chapters, I discuss four issues raised by different approaches to equity and to discourse: multiple approaches to equity, definitions of 'discourse', aspects of school discourse practices, and challenges with ethno-mathematical approaches. Next, I summarize what research tells us about equitable discourse practices for students from non-dominant communities in mathematics classrooms. In closing, I make recommendations for future research.

*Classification:* C60 C70 D40

*Keywords:* equity; mathematical discourse; ethnomathematics; discourse practices

doi:10.1007/978-94-007-2813-4\_6