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Equity in discourse for mathematics education. Theories, practices, and policies. Based on a conference, Rochester, NY, USA, May 2008.

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Publisher's description: Discourse practices warrant the attention of mathematics educators because discourse is the primary medium of education. Evidence about one's hopes or expectations can be found in discourse practice whether the goal is performance in mathematical procedures, creativity in problem solving, or a classroom environment that uses the diversity of voices as a resource. Language, through implicit and explicit action, is the medium of mathematical development and the medium through which equity and inequities are structured and sustained. Given this inherent connection between discourse and equity, this book focuses on: a) the ways in which the social, mathematical, cultural, and political aspects of classroom interactions impact students'; opportunities to participate in the kinds of discourse practices that provide access to resources; and b) the perceptions and practices of educators, particularly the extent to which they view diversity as a resource and to which they are aware of structural inequities. Table of contents: Preface.- Foreword: Discourse and equity: the simultaneous challenge of epistemological and social access: Jill Adler.- 1. Inherent connections between discourse and equity in mathematics classrooms: David Wagner, Beth Herbel-Eisenmann and Jeffrey Choppin.- Part A: Equity Concerns Draw Attention to Discourse.- 2. Context matters: how should we conceptualize equity in mathematics education?: Rochelle Gutiérrez.- 3. Exploring scholastic mortality among working-class and Indigenous students : Robyn Jorgensen.- 4. Mathematics learning in groups: analysing equity within an activity structure: Indigo Esmonde.- 5. Aiming for equity in ethnomathematics research: David Wagner and Lisa Lunney Borden.- 6. How equity concerns lead to attention to mathematical discourse: Judit Moschkovich.- Part B: Attention to Discourse Highlights Equity Concerns.- 7. Linguistic tools for exploring issues of equity: Mary Schleppegrell.- 8. Mathematics in multilingual classrooms in South Africa: from understanding the problem to exploring possible solutions: Mamokgethi Setati.- 9. Discursive demands and equity in second language mathematics classrooms: Richard Barwell.- 10. A discourse of telling and professional equity: Beth Herbel-Eisenmann.- 11. Studying discourse implies studying equity: Candia Morgan.- Part C: Implications and Policy.- 12. Equity, mathematics reform and policy: the dilemma of 'opportunity to learn': Donna Harris and Celia Anderson.- 13. Educational policy and classroom discourse practices: tensions and possibilities: Jeffrey Choppin, David Wagner and Beth Herbel-Eisenmann.- Afterword: Six Post-its in Search of an Author: David Pimm.- References.- Contributing Authors.- Index. The articles of this volume will be reviewed individually.

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