

ZMATH 06679028

Bremser, Priscilla

An infusion of social justice into teaching and learning.

Dewar, Jacqueline (ed.) et al., Mathematics education. A spectrum of work in mathematical sciences departments. Cham: Springer (ISBN 978-3-319-44949-4/hbk; 978-3-319-44950-0/ebook). Association for Women in Mathematics Series 7, 335-346 (2016).

Summary: We present a narrative account of the effects of adopting a social justice perspective on one mathematician's career path. We offer geographic and institutional context, explore interpretations of "social justice" and its intersections with mathematics, and describe implications for teaching and professional learning. We illustrate our explorations of this perspective in teaching first-year seminars, number theory for in-service teachers, mathematics for pre-service teachers, as well as some standard mathematics courses such as abstract algebra and linear algebra. The chapter ends with some reflections on the author's professional development.

Classification: C60 D40 C70 C30

Keywords: social justice; education; active learning; inquiry-based learning

doi:10.1007/978-3-319-44950-0_23