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Rethinking critical mathematics: a comparative analysis of critical, reform, and traditional geometry instructional texts.

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Summary: This paper presents findings from a comparative analysis of three similar secondary geometry texts, one critical unit, one standards-based reform unit, and one specialist chapter. I developed the critical unit as I took the tenets of critical mathematics (CM) and substantiated them in printed curricular materials in which to teach as part of a larger study. The reform and specialist texts were both sections from commercially available textbooks. The primary goal of the textual analysis was to examine how the incorporation of critical or political themes into the required secondary mathematics curriculum transformed this curriculum. Key findings were that the CM text exchanged political for mathematical content and sent class-based messages about students' academic potential. I conclude by arguing that the CM agenda proposed by advocates in the USA is problematic in terms of promoting equity in mathematics education.

Classification: U20 G10

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