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Establishing mathematics classroom culture: concealing and revealing the rules of the game.

Gellert, Uwe (ed.) et al., Educational paths to mathematics. A C.I.E.A.E.M. sourcebook. Collected papers based on the presentations at the 63rd and 64th conference, Barcelona, Spain, summer 2011 and Rhodes, Greece, summer 2012. Cham: Springer (ISBN 978-3-319-15409-1/hbk; 978-3-319-15410-7/ebook). *Advances in Mathematics Education*, 67-96 (2015).

Summary: In this chapter we will propose several mechanisms in classroom interactions that give rise to disparity in learning opportunities. We will use terminology derived from the work of Basil Bernstein to describe these mechanisms in four episodes of classroom discourse. We conclude that efforts to enable “less able” students by incorporating elements of everyday “horizontal” discourse into school mathematics, which is oriented towards “vertical” academic discourse, can instead deny these students learning opportunities that are available to more privileged peers.

Classification: C70 C60

Keywords: classroom culture; disparity; learning opportunities; sociology of mathematics education; classroom interaction; implicit and explicit pedagogy; classification and framing; recontextualisation; recognition and realisation rules; praxeology

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