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Is mathematics for all?

Bishop, Alan J. et al., Second International Handbook of Mathematics Education. Pt. 1 and 2. Kluwer, Dordrecht (ISBN 1-4020-1008-7). 31-73 (2003).

Mathematics for All began as a programme in the early 1980s when concerns about pupils' access to mathematics education heightened due to the many issues surrounding the mathematics classroom and the mathematics student. The following chapter highlights these important issues by appropriately discussing the contexts within which these issues arise and may be resolved. The issues include curriculum content and assessment practices, equity among subgroups classified by gender, race, and socio-economic status, the use of mathematics as a selection device, democracy in the mathematics classroom, and the value of culture in the teaching of mathematics. The chapter, likewise, echoes the voices of marginalized groups in the mathematics classroom that are products of undemocratic pedagogical practices, societal perceptions, and cultural realities. Prerequisites for a successful Mathematics for All programme are put forward and directions for further research are offered. (orig.)

Classification: D30 A40

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