

ZMATH 2016f.00353

Gates, Peter; Rahman, Shafia Abdul

Culture and disadvantage in learning mathematics.

Barmby, P. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 34, No. 1. Proceedings of the day conference, King's College, London, UK, March 1, 2014. London: British Society for Research into Learning Mathematics (BSRLM). 49-54 (2014).

Summary: There is concern internationally that socio-economic class and ethnicity remain the most significant predictors of outcomes in mathematics; performance is often largely dependent on family income and level of parental education. Consequently the influence of pupils' socio-economic backgrounds remains a major challenge to those of us in the field concerned with achieving equitable education. However, the ways in which socio-economic factors play out in different parts of the world subject to different political systems and structures, remains unclear. In this paper we present an analysis of mathematics achievement in Penang to offer a localized perspective on the ways in which socio-economic status and ethnicity affect achievement.

Classification: C60 D10

Keywords: socioeconomic differences; sociocultural aspects; educational research; disadvantaged students; curriculum; low achievement; locality; ethnicity; poverty; student achievements

<http://www.bsrlm.org.uk/IPs/ip34-1/BSRLM-IP-34-1-09.pdf>