

ZMATH 2015c.00201

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Culture and disadvantage in learning mathematics.

Oesterle, Susan (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education “Mathematics education at the edge”, PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 3. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-363-0/v.3). 137-144 (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

Keywords: socio-economic status; ethnicity; mathematics learning; achievement; parental education; equity