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Why the psychological must consider the social in promoting equity and social justice in mathematics education.

Puig, L. et al., 20th Conference of the International Group for the Psychology of Mathematics Education (PME 20). Proceedings. Vol. 2. ,. 249-256 (1996).

This paper suggests that the recent concentration of psychological studies in mathematics education on the individual at the expense of the social cannot support the development of equity and social justice in and outside mathematics classrooms. We argue that an alternative research agenda is necessary, an agenda which sees the social as paramount. Such an agenda would build a theoretical base for what has been termed social constructivism. We aim to begin the process of setting such an alternative agenda. (orig.)

Classification: A40