

MATHEMATICAL DISCOURSE THAT BREAKS BARRIERS AND CREATES SPACES FOR MARGINALISED STUDENTS

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THEORETICAL BACKGROUND AND AIMS

Classroom discourse has been accorded considerable attention in research and policy documents in the past two decades. Common to the body of literature is recognition of how opportunities students have to access mathematical content and discourse practices impacts on their identity as knowers and users of mathematics (Hunter & Anthony, 2011). Access to these discourse practices is closely related to who gets to participate in the mathematics classroom (Civil & Planas, 2004). This discussion group will consider ways in which marginalised students are provided with space to equitably access the mathematical discourse and practices. The work will be grounded on two approaches to analysing participation in mathematical discourse, the communication and participation framework by Hunter and Anthony (2011) and the four categories of obligation and choice in Herbel-Eisenmann and Wagner (2010).

SESSION STRUCTURE

This discussion group will invite participants to share experiences and research related to how barriers to the discourse have been identified and removed for different groups of marginalised students. In the first session the co-leaders will present the two different frameworks and examples of their own work. Participants will analyse transcripts and video clips (e.g., English language learners in the U.S., Pasifika students in NZ) using and extending the two frameworks. The second session will be used to discuss and create a new framework as a tool to be used to both scaffold and analyse marginalised students' access to the mathematical discourse and practices. An overall aim is that the two sessions will facilitate opportunities to discuss and develop a research agenda that focuses on evidence-led practices which support marginalised students' access to the classroom discourse.

References

- Civil, M., & Planas, N. (2004). Participation in the mathematics classroom: Does every student have a voice? *For the Learning of Mathematics*, 24(1), 7-12.
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- Hunter, R. K., & Anthony, G. (2011). Forging mathematical relationships in inquiry-based classrooms with Pasifika students. *Journal of Urban Mathematics Education*, 4(1), 98-119.