



TSG 34 Social and political dimensions of mathematics education

Co-chairs:

Murad Jurdak (Lebanon)
Renuka Vithal (South Africa)

jurdak@aub.edu.lb
vithalr@ukzn.ac.za

Team members:

Elizabeth de Freitas (USA)
Peter Gates (UK)
David Kollosche (Germany)

IPC Liaison person: Kalifa Traoré (Burkina Faso)

TSG 34 will critically examine the social and political dimensions of mathematics education scholarship and practice. The Group will examine the different meanings of the constructs of 'social' and 'political' as they relate to mathematics education, attending to a diverse range of scales, from the global to the micro-political, and examining a diverse range of international contexts, particularly contexts characterized by poverty and conflict, 'liberation' movements, and immigration. The Group is preparing the 'Essentials', a pre-ICME13 publication, whose aim is to present an overview of research and open the discussions on concerns in mathematics education, such as issues of equitable access and quality education, the role of economic and historical factors, distributions of power and cultural regimes of truth, dominant and counter discourses around identity and dis/ability, and activism and material conditions of inequality. In addition, the Essentials will examine salient implications of these concerns to domains such as: curriculum and reforms; learning and cognition; nature and measures of student outcomes; teaching and teacher education; media and digital technologies; research practice and impact. A Facebook Page and a Facebook group has been set up for TSG34, both called ICME13 TSG34 Social and Political Dimensions of Mathematics Education. A call for papers dealing with, but not limited to, the themes of the Essentials will be advertised. During the Congress, the Group will provide a variety of interactive formats for conveying and discussing relevant issues including invited lectures, plenary panels, presentations of accepted papers and posters and small group discussions.