

Diversity In Mathematics Education

Guided by the views of the Principles and Standards for School Mathematics, NCTM has created a new three-book series designed to help teachers support high-quality mathematics learning for diverse student populations in the classroom. The articles in the Grades 9-12 book demonstrate how connecting real-life activities with mathematical concepts and building on students' knowledge and experiences, can help them excel in the classroom. Strategies that can immediately be implemented to help students form better connections with the content they are studying are also described.

Diversity in Mathematics Education Towards Inclusive Practices Springer

This critical volume responds to the enduring challenge in mathematics education of addressing the needs of marginalized students in school mathematics, and stems from the 2015 Annual Meeting of the North American Group of the Psychology of Mathematics Education (PME-NA). This timely analysis brings greater clarity and support to such challenges by narrowing in on four foci: theoretical and political perspectives toward equity and justice in mathematics education, identifying and connecting to family and community funds of knowledge, student learning and engagement in preK-12 mathematics classrooms, and supporting teachers in addressing the needs of marginalized learners. Each of these areas examines how race, class, culture, power, justice and mathematics teaching and learning intersect in mathematics education to sustain or disrupt inequities, and include contributions from scholars writing about mathematics education in diverse contexts. Included in the coverage: Disrupting policies and reforms to address the needs of marginalized learners A socio-spatial framework for urban mathematics education Linking literature on allywork to the work of mathematics teacher educators Transnational families' mathematical funds of knowledge Multilingual and technological contexts for supporting learners' mathematical discourse Preservice teachers' strategies for teaching mathematics with English learners Toward Equity and Social Justice in Mathematics Education is of significant interest to mathematics teacher educators and mathematics education researchers currently addressing the needs of marginalized students in school mathematics. It is also relevant to teachers of related disciplines, administrators, and instructional designers interested in pushing our thinking and work toward equity and justice in mathematics education.

The word "critical" in the title of this collection has three meanings, all of which are relevant. One meaning, as applied to a situation or problem, is "at a point of crisis". A second meaning is "expressing adverse or disapproving comments or judgments". A third is related to the verb "to critique", meaning "to analyze the merits and faults of". The authors contributing to this book pose challenging questions, from multiple perspectives, about the roles of mathematics in society and the implications for education. Traditional reasons for teaching mathematics include: preparing a new generation of mathematics researchers and a cadre of technically competent users of mathematics; training students to think logically; and because mathematics is as much part of cultural heritage as literature or music. These reasons remain valid, though open to critique, but a deeper analysis is required that recognizes the roles of mathematics in framing many aspects of contemporary society, that will connect mathematics education to the lived experiences of students, their communities, and society in general, and that acknowledges the global ethical responsibilities of mathematicians and mathematics educators. The book is organized in four sections (1) Mathematics education: For what and why? (2) Globalization and cultural diversity, (3) Mathematics, education, and society and (4) Social justice in, and through, mathematics education The chapters address fundamental issues such as the relevance of school mathematics in people's lives; creating a sense of agency for the field of mathematics education, and redefining the relationship between mathematics as discipline, mathematics as school subject and mathematics as part of people's lives.

"This book shares theoretical and applied pedagogical models and systems used in math e-learning including the use of computer supported collaborative learning, which is common to most e-learning practices"--Provided by publisher.

This book grew out of a public lecture series, Alternative forms of knowledge construction in mathematics, conceived and organized by the first editor, and held annually at Portland State University from 2006. Starting from the position that mathematics is a human construction, implying that it cannot be separated from its historical, cultural, social, and political contexts, the purpose of these lectures was to provide a public intellectual space to interrogate conceptions of mathematics and mathematics education, particularly by looking at mathematical practices that are not considered relevant to mainstream mathematics education. One of the main thrusts was to contemplate the fundamental question of whose mathematics is to be valorized in a multicultural world, a world in which, as Paolo Freire said, "The intellectual activity of those without power is always characterized as non-intellectual". To date, nineteen scholars (including the second editor) have participated in the series. All of the lectures have been streamed for global dissemination at: <http://www.media.pdx.edu/dlcmmedia/events/AFK/>. Most of the speakers contributed a chapter to this book, based either on their original talk or on a related topic. The book is divided into four sections dealing with: • Mathematics and the politics of knowledge • Ethnomathematics • Learning to see mathematically • Mathematics education for social justice.

Guided by the views of the Principles and Standards for School Mathematics, NCTM has created a new three-book series designed to help teachers support high-quality mathematics learning for diverse student populations in the classroom. The articles in the Grades 6-8 book demonstrate how connecting real-life activities with mathematical concepts and building on students' knowledge and experiences, can help them excel in the classroom. Strategies that can immediately be implemented to help students form better connections with the content they are studying are also described.

[Celebrations of Diversity of Mathematical Practices](#)

[Latinos/as and Mathematics Education](#)

[Mathematics Education in a Context of Inequity, Poverty and Language Diversity](#)

[Mathematical Circles Squared](#)

[The 21st ICMI Study](#)

[Developing Research in Mathematics Education](#)

[Improving Access to Mathematics](#)

[Responding to diversity, grades 6-8](#)

[Mathematics Education and Technology-Rethinking the Terrain](#)

[Research on Learning and Teaching in Classrooms and Communities](#)

[Challenging Eurocentrism in Mathematics Education](#)

[Living Proof](#)

[The 17th ICMI Study](#)

This book addresses numerous issues related to ethnomathematics and diverse approaches to it in the context of mathematics education. To help readers better understand the development of ethnomathematics, it discusses its objectives and assumptions with regard to promoting an ethics of respect, solidarity, and cooperation across and for all cultures. In turn, the book addresses a range of aspects including pedagogical action, culturally relevant pedagogy, innovative approaches to ethnomathematics, and the role of ethnomathematics in mathematics education. Ethnomathematics offers educators a valuable framework for transforming mathematics so that it can more actively contribute to realizing the dream of a just and humane society. As such, its primary goal is to forge mathematics into a powerful tool to help people create a society characterized by dignity for all, and in which iniquity, arrogance, violence, and bigotry have no place.

Presents the emerging field of ethnomathematics from a critical perspective, challenging particular ways in which Eurocentrism permeates mathematics education and mathematics in general.

Education is a necessary foundation for improving one's livelihood in today's society. However, traditional learning has often excluded or presented a challenge to students with visual, physical, or cognitive disabilities and can create learning gaps between students of various cultures. It is vital that learning opportunities are tailored to meet individual needs, regardless of individual disabilities, gender, race, or economic status in order to create more inclusive educational practices. *Accessibility and Diversity in Education: Breakthroughs in Research and Practice* examines emerging methods and trends for creating accessible and inclusive educational environments and examines the latest teaching strategies and methods for promoting learning for all students. It also addresses equal opportunity and diversity requirements in schools. Highlighting a range of topics such as open educational resources, student diversity, and inclusion barriers, this publication is an ideal reference source for educators, principals, administrators, provosts, deans, curriculum developers, instructional designers, school boards, higher education faculty, academicians, students, and researchers.

Mathematics Education and Technology—Rethinking the Terrain revisits the important 1985 ICMI Study on the influence of computers and informatics on mathematics and its teaching. The focus of this book, resulting from the seventeenth Study led by ICMI, is the use of digital technologies in mathematics teaching and learning in countries across the world. Specifically, it focuses on cultural diversity and how this diversity impinges on the use of digital technologies in mathematics teaching and learning. Within this focus, themes such as mathematics and mathematical practices; learning and assessing mathematics with and through digital technologies; teachers and teaching; design of learning environments and curricula; implementation of curricula and classroom practice; access, equity and socio-cultural issues; and connectivity and virtual networks for learning, serve to organize the study and bring it coherence. Providing a state-of-the-art view of the domain with regards to research, innovating practices and technological development, *Mathematics Education and Technology—Rethinking the Terrain* is of interest to researchers and all those interested in the role that digital technology plays in mathematics education.

The field of education is in constant flux as new theories and practices emerge to engage students and improve the learning experience. Globalization has created new challenges for mathematics educators as they are compelled to respond to the shifting patterns and practices of everyday life and stay abreast of the latest research in education, curriculum, development, and technologies. *Globalized Curriculum Methods for Modern Mathematics Education* is a comprehensive and timely publication that contains the latest research in mathematics education and modern globalized curriculum development and technologies. The book examines subjects such as teaching competencies, digital games for teaching and learning mathematics, and the challenges and prospects of globalized science curriculum. This is an ideal resource for educators, academicians, teachers, policy makers, researchers, and graduate-level students seeking to further their research in mathematics education.

This volume gathers together twenty major chapters that tackle a variety of issues associated with equity in mathematics education along the dimensions of gender, culture, curriculum diversity, and matters of a biological nature. The pursuit of equity in mathematics education is an important concern in the history of the present. Since there is no doubt about the significant role of mathematics in almost every aspect of life, it means that all individuals regardless of sex, in any age range, and in whatever context need to be provided with an opportunity to become mathematically able. The publication of this Springer volume on equity in mathematics education is situated at a time when there is strong and sustained research evidence indicating the persistence of an equity gap in mathematics, which has now enabled the mathematics education community to engage in a discourse of access for all. The research studies that are reported and discussed in the volume have been drawn from an international group of distinguished scholars whose

impressive, forward-looking, and thought-provoking perspectives on relevant issues incite, broaden, and expand complicated conversations on how we might effectively achieve equity in mathematics education at the local, institutional, and systemic levels. Further, the up-to-date research knowledge in the field that is reflected in this volume provides conceptual and practical outlines for mechanisms of change, including models, examples, and usable theories that can inform the development of powerful equitable practices and the mobilization of meaningful equity interventions in different contexts of mathematics education.

Since its appearance in 1995, Authentic School Science has been a resource for many teachers and schools to rethink and change what they are doing in and with their science classrooms. As others were trying to implement the kinds of learning environments that we had described, our own thinking and teaching praxis changed in part because of our dissatisfaction with our own understanding.

[CIEAEM 51](#)

[Ethnomathematics](#)

[Multilingualism in Mathematics Classrooms](#)

[Diversity and Equity in the Classroom](#)

[Responding to diversity, grades pre-K-5](#)

[Global Perspectives](#)

[The 13th ICMI Study](#)

[Teaching Mathematics in Multilingual Classrooms](#)

[ALTERNATIVE FORMS OF KNOWING \(IN\) MATHEMATICS](#)

[Giving Direction and Advancing the Field](#)

[Culturally Responsive Mathematics Education](#)

[Gender, Culture, and Diversity](#)

[A Third Collection of Mathematical Stories and Anecdotes](#)

This book provides a theoretical basis and practical strategies to counter resistance to learning to teach for diversity (in culturally and gender-inclusive ways), and resistance to teaching for understanding (using student-centered and inquiry-based pedagogical approaches). Teacher educators from across the United States present rich narratives of their experiences in helping prospective and practicing teachers learn to teach for diversity and for understanding in a variety of mathematics and science contexts. Mathematics and science education has been slow to respond to issues of diversity and equity. Preparing Mathematics and Science Teachers for Diverse Classrooms: Promising Strategies for Transformative Pedagogy helps to begin a network for support and collaboration among teacher educators in science and mathematics who work for multicultural education and equity. A unique and much-needed contribution, this book is an essential resource for teacher educators, K-12 teachers who work as student teacher supervisors and cooperating teachers, and graduate students in mathematics and science education, and a compelling text for science and mathematics methods courses.

Developing Research in Mathematics Education is the first book in the series New Perspectives on Research in Mathematics Education, to be produced in association with the prestigious European Society for Research in Mathematics Education. This inaugural volume sets out broad advances in research in mathematics education which have accumulated over the last 20 years through the sustained exchange of ideas and collaboration between researchers in the field. An impressive range of contributors provide specifically European and complementary global perspectives on major areas of research in the field on topics that include: the content domains of arithmetic, geometry, algebra, statistics, and probability; the mathematical processes of proving and modeling; teaching and learning at specific age levels from early years to university; teacher education, teaching and classroom practices; special aspects of teaching and learning mathematics such as creativity, affect, diversity, technology and history; theoretical perspectives and comparative approaches in mathematics education research. This book is a fascinating compendium of state-of-the-art knowledge for all mathematics education researchers, graduate students, teacher educators and curriculum developers worldwide.

Key experts with extensive research and classroom experience examine how the multiple dimensions of race, class, culture, power, and knowledge interact in mathematics classrooms to foster and create inequities. Chapters explore new theoretical perspectives, describe successful classroom practices, and offer insights into how we might develop an effective sociocultural approach to equity in math education. Seeing diversity as an instructional resource rather than as an obstacle to be overcome, this forward-looking volume: Helps us to understand the process by which diverse learners experience mathematics education. Examines the way students' identities can influence their mathematics learning. Describes mathematics education programs that have demonstrated their success with poor, urban, and rural students of color. Explains why certain teaching and learning interventions are successful. Offers culturally based approaches to mathematics education, including activities for the classroom.

The central question addressed in Foundations for the Future in Mathematics Education is this: What kind of understandings and abilities should be emphasized to decrease mismatches between the narrow band of mathematical understandings and abilities that are emphasized in mathematics classrooms and tests, and those that are needed for success beyond school in the 21st century? This is an urgent question. In fields ranging from aeronautical engineering to agriculture, and from biotechnologies to business administration, outside advisors to future-oriented university programs increasingly emphasize the fact that, beyond school, the nature of problem-solving activities has changed dramatically during the past twenty years, as powerful tools for computation, conceptualization, and communication have led to fundamental changes in the levels and types of mathematical understandings and abilities that are needed for success in such fields. For K-12 students and teachers, questions about the changing nature of mathematics (and mathematical thinking beyond school) might be rephrased to ask: If the goal is to create a mathematics curriculum that will be adequate to prepare students for informed citizenship—as well as preparing them for career opportunities in learning organizations, in knowledge economies, in an age of increasing globalization—how should traditional conceptions of the 3Rs be extended or reconceived? Overall, this book suggests that it is not enough to simply make incremental changes in the existing curriculum whose traditions developed out of the needs of industrial societies. The authors, beyond simply stating conclusions from their research, use results from it to describe promising directions for a research agenda related to this question. The volume is organized in three sections: *Part I focuses on naturalistic observations aimed at clarifying what kind of “mathematical thinking” people really do when they are engaged in “real life” problem solving or decision making situations beyond school. *Part II shifts attention toward changes that have occurred in kinds of elementary-but-powerful mathematical concepts, topics, and tools that have evolved recently—and that could replace past notions of

“basics” by providing new foundations for the future. This section also initiates discussions about what it means to “understand” the preceding ideas and abilities. *Part III extends these discussions about meaning and understanding—and emphasizes teaching experiments aimed at investigating how instructional activities can be designed to facilitate the development of the preceding ideas and abilities. Foundations for the Future in Mathematics Education is an essential reference for researchers, curriculum developers, assessment experts, and teacher educators across the fields of mathematics and science education.

The author captures three inter-related dilemmas that lie at the heart of teaching mathematics in multilingual classrooms: code-switching, mediation, and transparency. She provides a sharp analysis and strong theoretical grounding, pulling together research related to the relationship between language and mathematics, communicating mathematics, and mathematics in bi-/multilingual settings and offers a direct challenge to dominant research on communication in mathematics classrooms.

Series is designed to help teachers support high quality mathematics learning for diverse student populations. The instructional strategies presented reflect that diversity comes in various forms and that students come to the classroom with a range of needs, backgrounds, expertise, and experience. Preschool-grade 8.

"Following in the steps of the socio-political turn of the discipline, Equity in mathematics education: Addressing a changing world emerged as a response of the editor and the chapter authors to the enormous changes that have in the last years occurred at a global level (for example, the ongoing war in Syria, the political [in]actions of powerful nations to fight climate change, the rise of far-right parties in many countries around the world, and so on). In recent years, massive migration waves from the Middle East have caused significant demographic changes to many European countries, Canada and the US, that are reflected in schools and classrooms. These observations have led this book's contributors to reconsider the concept and/or practice of equity, and its related concept, social justice, and the role of mathematics education research in addressing and promoting a fairer world. Contrary to other, perhaps highly specialised books concerned with similar topics, this book aims to provide a smooth, yet deep introduction to those who are new to this research area. Equity in mathematics education: Addressing a changing world contributes to the understanding of equity and its complex relations to mathematics education. It is anticipated that it will support individuals in teaching, educational research, policy making and planning, and teacher education, in becoming more aware of the interplay between school mathematics and socio-political issues that, ultimately, impacts the lives of learners and their communities, teachers as practitioners and as citizens, the wider society, and the world as a whole. Even though each chapter can be read independently of others, an engagement with all chapters in this volume will provide readers with a solid holistic understanding of the research territory of equity and mathematics education"--

[Toward Equity and Social Justice in Mathematics Education](#)

[Critical Issues in Mathematics Education](#)

[Globalized Curriculum Methods for Modern Mathematics Education](#)

[Promising Strategies for Transformative Pedagogy](#)

[Twenty Years of Communication, Cooperation and Collaboration in Europe](#)

[Responding to diversity, grades 9-12](#)

[Authentic Science Revisited](#)

[Mathematics Education and Language Diversity](#)

[Teaching Mathematics to Culturally and Linguistically Diverse Learners](#)

[Themed Issue for the CIEAEM Study on Cultural Diversity in Mathematics \(education\)](#)

[Ethnomathematics and its Diverse Approaches for Mathematics Education](#)

[Mathematics for Every Student](#)

[Teaching Mathematics Online: Emergent Technologies and Methodologies](#)

Wow! This is a powerful book that addresses a long-standing elephant in the mathematics room. Many people learning math ask “Why is math so hard for me while everyone else understands it?” and “Am I good enough to succeed in math?” In answering these questions the book shares personal stories from many now-accomplished mathematicians affirming that “You are not alone; math is hard for everyone” and “Yes; you are good enough.” Along the way the book addresses other issues such as biases and prejudices that mathematicians encounter, and it provides inspiration and emotional support for mathematicians ranging from the experienced professor to the struggling mathematics student. --Michael Dorff, MAA President This book is a remarkable collection of personal reflections on what it means to be, and to become, a mathematician. Each story reveals a unique and refreshing understanding of the barriers erected by our cultural focus on “math is hard.” Indeed, mathematics is hard, and so are many other things--as Stephen Kennedy points out in his cogent introduction. This collection of essays offers inspiration to students of mathematics and to mathematicians at every career stage. --Jill Pipher, AMS President This book is published in cooperation with the Mathematical Association of America.

The idea of the ICMI Study 13 is outlined as follows: Education in any social environment is influenced in many ways by the traditions of these environments. This study brings together leading experts to research and report on mathematics education in a global context. Mathematics education faces a split phenomenon of difference and correspondence. A study attempting a comparison between mathematics education in different traditions will be helpful to understanding this phenomenon.

This book that explores the mathematics education of Latinos/as in 13 original research studies. Each chapter represents research that grounds mathematics instruction for Latinos/as in the resources to be found in culture and language. By inverting the deficit perspective, this volume redresses the shortcomings found in

the previous literature on Latino/a learners. Each study frames language (e.g. bilingualism) not as an obstacle to learning, but as a resource for mathematical reasoning. Other chapters explore the notion of cultural variation not as a liability but as a tool for educators to build upon in the teaching of mathematics. Specifically, the book reframes culture as a focus on the practices, objects, inscriptions, or people that connect mathematical concepts to student thinking and experiences, both in and out of school. The book's four sections divide the research: The first section of the book focuses on mathematic learning in classrooms, specifically exploring bilingual, Latino/a students; the second section explores Latino/a learners in communities, including the role parents can play in advancing learning; the third section includes chapters focused on teacher professional growth; the final section concerns the assessment (and mis-assessment) of Latino/a learners. The research shared in this volume provides ample evidence that mathematics educators who choose to ignore language or culture in their pedagogy risk shortchanging their Latino/a students.

This volume is dedicated to the career of Jill Adler and the role she has played in growing mathematics education research in South Africa, Africa and beyond. Her work epitomises what is referred to as the 'engaged scholar': i.e. doing rigorous and theoretically rich research at the cutting edge of international work in the field which at the same time contributes to critical areas of local and regional need in education. Jill is one of the world's leading experts in mathematics education research and her exemplary career is a continuous source of inspiration for generations of researchers and students. The chapters in this volume are authored by Jill's former PhD students, a few select colleagues from different parts of the world that she collaborated with as well as leading scholars who she worked with in PME, ICMI and in her many international assignments. In essence, this volume celebrates Jill's contribution not only to mathematics education but also to our contributions as her friends and colleagues. Topics covered include language and mathematics, teacher education, and the dilemma of an activist researcher engaging in issues that matter hugely to the participants in the research, students and teachers in post-apartheid schooling, whilst also setting up the separation that is needed for good research.

The book provides an overview of state-of-the-art research from Brazil and Germany in the field of inclusive mathematics education. Originated from a research cooperation between two countries where inclusive education in mathematics has been a major challenge, this volume seeks to make recent research findings available to the international community of mathematics teachers and researchers. In the book, the authors cover a wide variety of special needs that learners of mathematics may have in inclusive settings. They present theoretical frameworks and methodological approaches for research and practice.

Resource added for the Mathematics 108041 courses.

Anecdotes, comments and other historical facts about famous mathematicians and scientists and their often humorous uses and misuses of mathematics

[In Praise of Diversity, Heterogeneity, Hybridity](#)

[Accessibility and Diversity in Education: Breakthroughs in Research and Practice](#)

[Towards Inclusive Practices](#)

[Emergent Technologies and Methodologies](#)

[Preparing Mathematics and Science Teachers for Diverse Classrooms](#)

[Equity in Mathematics Education](#)

[Inclusive Mathematics Education](#)

[State-of-the-Art Research from Brazil and Germany](#)

[Its Impact, Diversity and Potential for Educational Improvement](#)

[Japanese Lesson Study in Mathematics](#)

[Networking of Theories as a Research Practice in Mathematics Education](#)

[Addressing a Changing World](#)

[Mathematics Education in Different Cultural Traditions- A Comparative Study of East Asia and the West](#)

MasterClass in Mathematics Education provides accessible links between theory and practice and encourages readers to reflect on their own understanding of their teaching context. Each chapter, written by an internationally respected authority, explores the key concepts within the selected area of the field, drawing directly on published research to encourage readers to reflect on the content, ideas and ongoing debates. Using international case studies, each chapter will encourage readers to think about ways that the teaching and learning of mathematics reflect different cultural traditions and expectations and enable them to evaluate effective strategies for their own contexts.

How can we deal with the diversity of theories in mathematics education? This was the main question that led the authors of this book to found the Networking Theories Group. Starting from the shared assumption that the existence of different theories is a resource for mathematics education research, the authors have explored the possibilities of interactions between theories, such as contrasting, coordinating, and locally integrating them. The book explains and illustrates what it means to network theories; it presents networking as a challenging but fruitful research practice and shows how the Group dealt with this challenge considering five theoretical approaches, namely the approach of

Action, Production, and Communication (APC), the Theory of Didactical Situations (TDS), the Anthropological Theory of the Didactic (ATD), the approach of Abstraction in Context (AiC), and the Theory of Interest-Dense Situations (IDS). A synthetic presentation of each theory and their connections shows how the activity of networking generates questions at the theoretical, methodological and practical levels and how the work on these questions leads to both theoretical and practical progress. The core of the book consists of four new networking case studies which illustrate what exactly can be gained by this approach and what kind of difficulties might arise.

This book presents a research focus on diversity and inclusivity in mathematics education. The challenge of diversity, largely in terms of student profiles or contextual features, is endemic in mathematics education, and is often argued to require differentiation as a response. Typically different curricula, text materials, task structures or pedagogies are favoured responses, but huge differences in achievement still result. If we in mathematics education seek to challenge that status quo, more research must be focussed not just on diversity but also on the inclusivity, of practices in mathematics education. The book is written by a group of experienced collaborating researchers who share this focus. It is written for researchers, research students, teachers and in-service professionals, who recognise both the challenges but also the opportunities of creating and evaluating new inclusive approaches to curriculum and pedagogy - ones that take for granted the positive values of diversity. Several chapters report new research in this direction. The authors are part of, or have visited with, the mathematics education staff of the Faculty of Education at Monash University, in Melbourne, Australia. The chapters all focus on the ideas of development in both research and practice, recognising that the current need is for new inclusive approaches. The studies presented are set in different contexts, including Australia, China, the United States, and Singapore.

At a time of rapid demographic change and amidst the many educational challenges facing the US, this critical new collection presents mathematics education from a culturally responsive perspective. It tackles the most crucial issues of teaching mathematics to an ethnically diverse school population, including the political dimension of mathematics education within the context of governmental efforts to improve achievement in school mathematics. Culturally Responsive Mathematics Education moves beyond a point of view that is internal to mathematics education as a discipline, and instead offers a broad perspective of mathematics as a significant, liberating intellectual force in our society. The editors of this volume bring together contributions from many of the leading teachers, teacher educators, researchers, scholars, and activists who have been working to reorient mathematics education in ways that reflect mathematics education as accomplished, first and foremost, through human interactions.

Learning and teaching mathematics in multilingual, bilingual or second language settings can be challenging. This collection explores the complex issues that arise in multilingual mathematics classrooms in Europe, South Asia, North America and Australia. Each contribution draws on recent research to offer new insights into the relationship between language, learning and mathematics.

THIS BOOK WILL SOON BECOME AVAILABLE AS OPEN ACCESS BOOK This book examines multiple facets of language diversity and mathematics education. It features renowned authors from around the world and explores the learning and teaching of mathematics in contexts that include multilingual classrooms, indigenous education, teacher education, blind and deaf learners, new media and tertiary education. Each chapter draws on research from two or more countries to illustrate important research findings, theoretical developments and practical strategies. This open access book examines multiple facets of language diversity

The handbook showcases cutting-edge special education research focusing on children and youth with disabilities from diverse cultural, ethnic, linguistic, and economic backgrounds. This authoritative contribution to the field charts a new path to effective interventions and sets an agenda for future research.

[Towards Equity in Mathematics Education](#)

[The Wiley Handbook of Diversity in Special Education](#)

[MasterClass in Mathematics Education](#)

[International Perspectives on Teaching and Learning](#)

[Stories of Resilience Along the Mathematical Journey](#)

[Diversity in Mathematics Education](#)

[Foundations for the Future in Mathematics Education](#)

[Breakthroughs in Research and Practice](#)