



## **Task Study Group 34**

### **Social and Political Dimensions of Mathematics Education**

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TSG 34 will focus on the critical examination of the role of the social and political dimensions in impacting 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 will provide a platform for examining the implications of social and political forces in relation to specific aspects of mathematics education, including such topics 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. In addition, the Group aims to focus on the intersections between various concerns in relation to 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, ethical tensions and religious values, activism and material conditions of inequality, and diversity and globalization. In the pre-Congress phase, the Group will invite/commission literature reviews in critical areas; explorations of perspectives of the mathematics education community regarding the issues at hand; lectures by mathematics educators with knowledge and/or intimate personal experiences with social and political factors in mathematics education. An electronic venue will be constructed to engage the mathematics education community in these issues. During the Congress, the Group will provide a variety of interactive formats for conveying and discussing relevant issues including plenary lectures for the Group, debates on controversial issues, short and poster presentations, small group discussions, and presentations of case studies and biographies.

## **Task Group Structure**

### **Session 1 - Panel Discussion (60 min Presenters + 20 min Overview)**

*What are the socio-political dimensions of mathematics education?*

Discussants: **Joao Felipe Matos; Robyn Jorgensen; Paola Valero**

#### **Key questions:**

1. Considering the four TSG themes of *inequality, power, access* and *identity*, what have been the gains and what have been the key challenges for mathematics education over recent decades?
2. What response has the mathematics education community made to these challenges so far and to what extent have these responses been fruitful?
3. What are the social and the political forces at work around the world which impact upon and restrict socially just outcomes for mathematics education?
4. How might the mathematics education research community draw on social, cognitive and political theory to actively counter the social and political forces which restrict socially just outcomes for mathematics education?

### **Session 2 – Inequality and Power (15 min Speaker + 75 min Presentations)**

- **Theme 1 - Activism and Material Conditions of Inequality**  
Invited speaker: **Tesha Sengupta-Irving**
- **Theme 2 - Distributions of Power and Cultural Regimes of Truth**  
Invited speaker: **Alexandre Pais**

### **Session 3 – Access and Identity (15 min Speaker + 75 min Presentations)**

- **Theme 3 - Issues of equitable access and quality education**  
Invited speaker: **Tamsin Meaney**
- **Theme 4 - Dominant and counter discourses of identity, subjectivity and dis/ability**  
Invited Speaker: **Yvette Solomon**

### **Session 4 – Overview (20 min)**

**Theme 5 - The role of economic and historical factors**

Presenter: **Peter Gates**

### **Report Back and Future Planning (70 min)**