

MATHEMATICS FOR ALL AND EVERYONE'S MATHEMATICS

AUTHOR: PRADNYA KADAM

Introduction

- **Mathematics for All:** “Education is the single greatest tool for achieving social justice and equity. Inclusive and equitable education – while indeed an essential goal in its own right...” (NEP, 2020, p. 24). Hence in mathematics classes also mathematics learning should be made inclusive and equitable. I call this recommendation as ‘Mathematics for all’.
- **Everyone's Mathematics:** “Active engagement involves enquiry, exploration, questioning, debates, application and reflection, leading to theory building and creation of ideas/ positions.” (NCF, 2005, p. 17-18). Hence in mathematics class knowledge created by a learner by participating in these processes is his/ her/ their own knowledge. I call this knowledge of mathematics to which they have authority as ‘Everyone's Mathematics’.

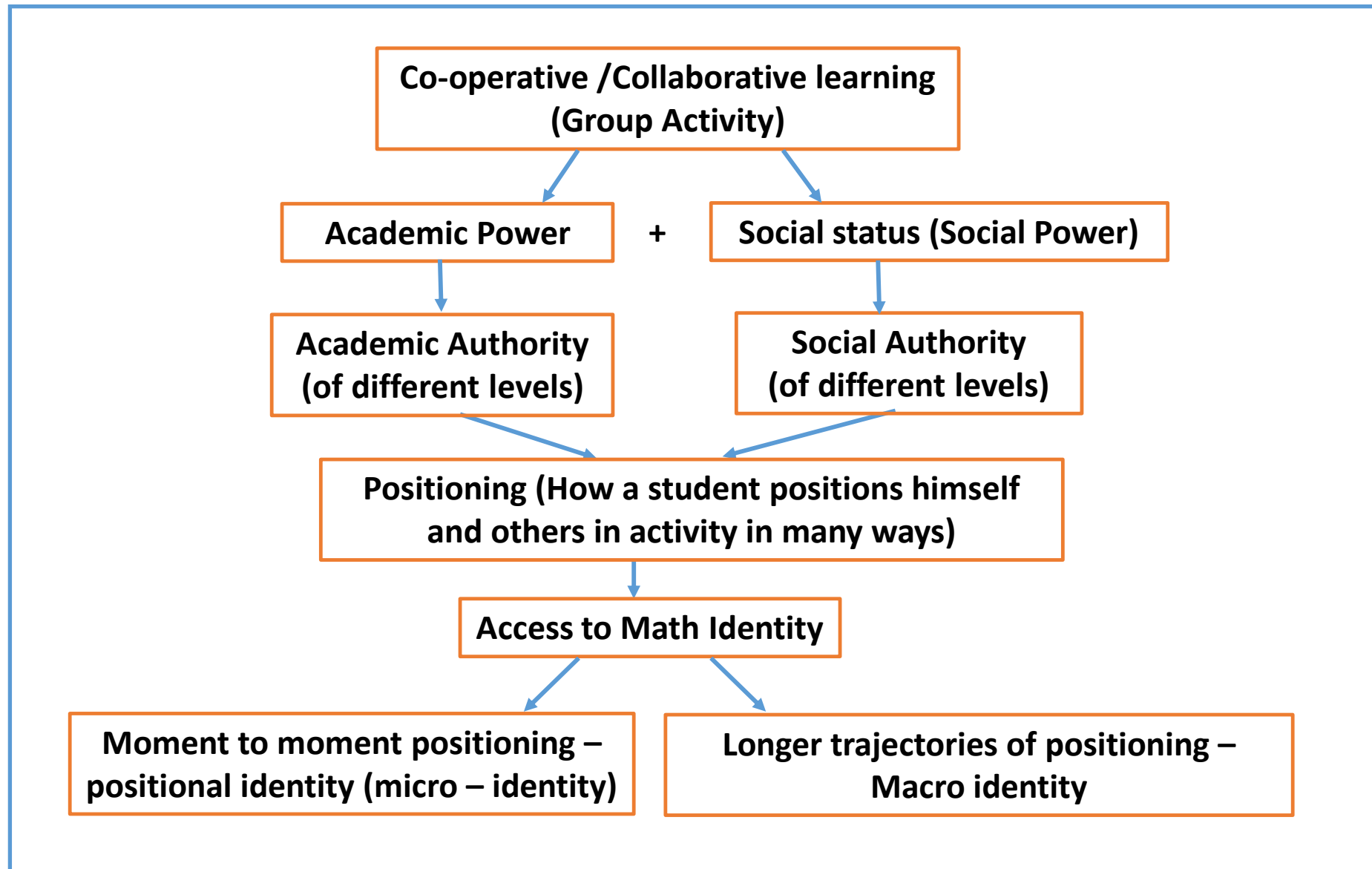
- Teachers efforts to achieve these goals: Implementation of co-operative and collaborative activities in classroom
- Constructs like power, authority, positioning, identity, opportunities of learning, agency, competence and status come into play in learning space.
- Dynamic relation between these construct has very important effect on formation of mathematics identity in students.

Review Methodology

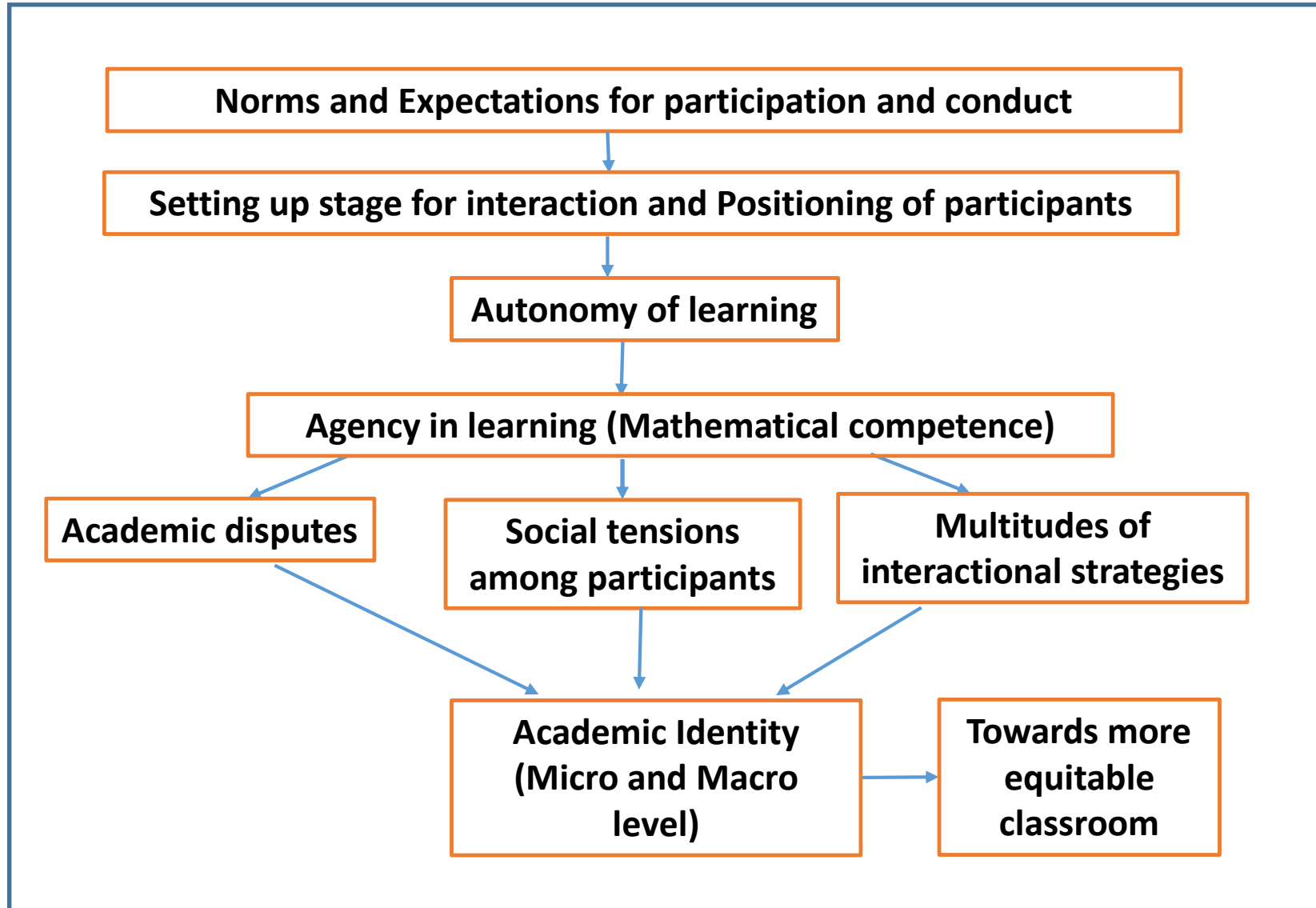
Selection of papers:

- Papers which talk about construction of ideas in classroom and attaining more equitable class by forming strong mathematical identity in mathematics class were given preference.
- Because of severe lack of papers on this themes in Indian context, literature that is situated in U.S. American classrooms on this theme were selected.
- Aim was to study dynamics that happen between the constructs in detail and at micro level, I decided to choose qualitative studies where mainly Conversational analysis/ Interactional analysis methodologies have been used.
- I reviewed small no. of studies because that allowed me to study complexities present in learning space at micro level.

Connections between Power, Authority, Positioning, and Identity



Presence of Explicit Norms and Expectations Matters



Relationship of Constructs Present in a Learning Space of a Group Activity

