

MATHEMATICS & SCIENCE EDUCATION RESEARCH SEMINAR SERIES 2015



**Beth Herbel-
Eisenmann**

*Teacher Education Department
Michigan State University*

**Monday
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9:00 –10:30 am

**UCSD
Rm 4500
Pacific Hall**

Highlighting Heritages and Building Tasks: A Critical Analysis of Mathematics Classroom Discourse Research

ABSTRACT

In this talk, I share our work related to reviewing research on mathematics classroom discourse that has been published in peer-reviewed journals since about 1985. We separated this literature into (sometimes overlapping) groups based on what we call their “intellectual heritage” and use Gee’s (2011) “building tasks” to critically examine the heritages and sub-heritages. Through this analysis we see, for example, epistemological variation in relationship to ‘mathematics’, that politics and identity mainly appear in only a few heritages/sub-heritages, and a potential marking of ‘status quo’ and ‘still emerging’ work based on the discourse of the texts themselves. We raise critical methodological issues about this work and offer some insights about how the different heritages and sub-heritages foreground and background the building tasks.

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