TSG 48
MATHEMATICS EDUCATION IN A MULTICULTURAL ENVIRONMENT

The Organizing Team

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Mathematics education occurs in multicultural environments in all countries around the world. As such, research, practice, and policies of/in/with mathematics education are affected by history, colonialism, decolonization, migration, and globalization. Further, there is a growing body of research that is related to Indigenous perspectives, social justice, and equity within these historical and colonial environments. Research in mathematics education arising in such environments is growing and is of wide relevance. The aim of TSG 48 is to examines issues, and explore experiences, that arise in mathematics education policy, practice, and research with/in/on multicultural environments. The following four themes will be addressed.

Theoretical perspectives framing mathematics education with/in/on multicultural environments. What theories have been used in conducting research with/in/on mathematics education in multicultural environments and why? What theories have been used to guide the teaching and learning of mathematics with/in multicultural environments? What are normative assumptions about mathematics education policy, practice, and research and multicultural environments? How might theory help to challenge normative assumptions? How has theory and research developed in the context of multicultural environments contributed to understanding the learning and teaching of mathematics more generally?

Methodological perspectives engaging mathematics education research with/in/on multicultural environments. What new challenges have emerged in the methodological perspectives used in recent years? How might they be addressed? What perspectives have informed research with/in/on

mathematics education in multicultural environments in recent years?

Emergent perspectives in framing research, teaching, and learning of mathematics education with/in/on multicultural environments. In what ways are new perspectives informing the mathematics education research community about teaching and learning mathematics with/in/on multicultural environments? What are the ways in which these emergent perspectives inform teaching and learning of mathematics equitably? What challenges arise for mathematics teachers, mathematics educators, and mathematics education researchers when working with/in students' and families' diverse multicultural environments?

Knowledge Mobilization perspectives: How might research with/in/on mathematics education in multicultural environments inform curriculum and/or assessment policy? What challenges and opportunities arise in the interaction of mathematics education research with/in/on multicultural environments and the development and implementation of local, national, and international policy? What insights might be developed in the analysis of such interaction?

By focusing on these themes, the TSG will examine historical, current, and emerging trends and developments in research in multicultural environments, including the wider impact of such research. Submissions should draw on specific examples of research and/or practice to address one of the themes. The TSG aims to include work from a wide range of multicultural environments.