

## Diversity and inclusion in mathematics teacher education

### 4 ECTS credits

Course code: UM022FN  
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### Compulsory literature

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- Rangnes, T. & Meaney, T. (accepted). Preservice teachers learning from teaching mathematics in multilingual classrooms. In N. Planas Reig (Ed.) *Classroom Research on Mathematics and Language*. Routledge.
- Ryan, U., & Parra, A. (2019). Epistemological aspects of multilingualism in mathematics education: An inferentialist approach. *Research in Mathematics Education* 21(2), 152-167.
- Svensson Källberg, P. (2018). Identity formations as mathematical learners in the context of transition. *NOMAD*, 23(3-4), 39-59.
- Yolcu, A. (2019). Research on equitable mathematics teaching practices: Insights into its divergences and convergences. *Review of education*, 7(3), 701–730.

### Supplementary literature

- Bishop, A., Tan, H., Barkatsas, T. (2015). *Diversity in mathematics education. Towards inclusive practices*. Springer International Publishing: Switzerland.
- Kollosche, D., Marcone, R., Knigge, M., Godoy Penteadó, M., & Skovsmose, O. (2019). *Inclusive mathematics education. State-of-Art research from Brazil and Germany*. Springer International Publishing: Switzerland.
- Lange, T. (2008). Lange, T., & Meaney, T. (2018). Policy production through the media: The case of more mathematics in early childhood education. In M. Jurdak & R. Vithal (Eds.), *Sociopolitical dimensions of mathematics education: From the margin to mainstream* (pp. 191-207). New York: Springer. doi: 10.1007/978-3-319-72610-6\_11.
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