

Multiculturalism, Migration, Mathematics Education and Language



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RATIONALE

- Multicultural nature of modern society
- European schools
- Pupils having a migrant background, coming from countries with different cultures and language
- Teachers seldom aware of the need to rethink and modify their methodological and pedagogical approach
- More evident in mathematics teachers who often consider their subject universal and culture-free
- Little done in Europe as to mathematics teaching in multicultural contexts

AIMS

- Inclusive quality education
- Materials for middle school mathematics teachers
- Teaching materials focus also on the role of language in the communication of mathematical concepts
- Materials aiming at stimulating the mathematics teacher's awareness of the need to find a satisfactory balance between mathematical language and classroom language, especially when dealing with pupils with a different culture and language

PRODUCTS

- Education systems
- Foreign pupils data
- Educational policies related to foreign pupils
- Literature on teaching mathematics in multicultural contexts
- Literature on the role of the language in mathematics teaching to foreign pupils
- Questionnaire on mathematics teachers attitude and experience in multicultural contexts
- Teaching materials piloted in participating schools of the partner countries

Project partner institutions

University of Pisa, Italy - *Coordinator Institution*

University of Vienna, Austria – Charles University in Prague, Czech Republic

University of Paris-Est - Créteil, France – University of Thessaly, Greece

University of Siena, Italy – University of Agder, Norway

