

AN ANALYSIS OF PME RESEARCH: THEORIES, METHODS AND THE IDENTITIES OF ACADEMICS

Stephen Lerman
South Bank University
London, UK

GuoRong Xu
South Bank University
London, UK

Anna Tsatsaroni
University of Patras
Greece

As part of a larger project³ examining research texts in mathematics education through two international journals and the Proceedings of PME we (see also Lerman, Xu & Tsatsaroni, 2003; Tsatsaroni, Lerman & Xu, 2003) have developed an analytical tool for textual analysis based largely on Bernstein's recent work on intellectual fields and knowledge structures (Bernstein 1990; 2000). The systematic study we are carrying out of the changing priorities, focuses, styles and values of the mathematics education research community over time will enable us to examine a range of questions including:

What have been the changes in the theories used by researchers in mathematics education over the years?

What have been the changes in methodologies?

What are the relations between mathematics education research and other research communities? and

What are the relations between the mathematics education research community and official pedagogic discourse and practice?

The project will also enable us to say something about the identities of academics in the field of mathematics education research and how those identities are regulated, as evidenced in the publications analysed. In the short oral we will present: the methodology of our textual analysis; some of the findings related to PME Proceedings and a comparison across all the texts; and we will make some preliminary remarks about the field as a whole through the presentation of an analytical model. We will suggest that there are four positions that constitute the model: *academic intellectual*, *career academic*, *public intellectual* and *(teacher) educator*.

References

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³ The project is supported by the Economic and Social Research Council in the UK, Project No. R000223610. Its full title is: "The production of theories of teaching and learning mathematics and their recontextualisation in teacher education and education research training".