A CAPTIVE BODY IN MATHEMATICS CLASSROOM NORMS?

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Whatever the mathematics classroom culture is, the classroom norms could specify the movement of the students and in many cases there is little body movements, usually the studens are sitting on their chair with a desk in front, this may happens due to "much attention to the body in mathematics education remains mostly captivated by the representational politics through a discursive mediation of classroom norms" (Chronaki, 2019, p. 321). The classroom norms can be observed in the "particular culture [which] is created at every instant in each classroom as a result of the participants' actions, including interactions with tasks" (Lozano, 2017, p. 897). The term culture is related to cultural behaviour which is "communicative interactions that give a certain continuity to the history of a group, beyond the particular history of the participating individuals" (Maturana & Varela, 1992, p. 201). Examples of norms that can be categorized explicitly are, "saying hello when the teacher arrives at the classroom" or "raising a hand to express an idea in the classroom setting".

The poster presents a reflection about body movements of teacher and students in the learning of mathematics. I explore a range of examples of being outside (as a natural setting to promote body movements) and inside the classroom. I am bringing more questions such as: How we can promote a natural awareness of body movements related to mathematics wherever the class takes place? Being inside or outside the classroom, are the students or teacher adapting to their environment noting their own body movements to understand mathematics? How can standard mathematical classroom culture and norms be challenged to promote body movement in mathematics learning? Even though mathematical situations that involves being outside the classroom, are students captive under their classroom norms and culture? In other words, they are still doing the same "solving mathematics task" in another place, Does it matter?

References

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