

## **Understanding the cultural dimension in research in mathematics teaching and learning**

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Recent research has highlighted the significance of a teacher's cultural location as a determinant not only of his or her construal of mathematics but also of the didactic strategies he or she employs. However, the majority of research into the teaching and learning of mathematics assumes not only that mathematics as a body of knowledge and processes is cross-culturally constant but also that research undertaken in one cultural context has a transparent and unproblematic resonance with another. This assumption permeates all aspects of mathematics education research, and research into the use of technology to facilitate mathematical learning is no exception. In my talk I will highlight some of the ways in which culture influences education in general and mathematics education, including technology-enhanced mathematics education, in particular, with a view to explicating some of the factors that researchers in the field may need to acknowledge in their work.