



"Reconhecimento se, e somente se, Redistribuição" em Nancy Fraser como aporte teórico para estudos e investigações comparativas em Educação Matemática [

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text (article)

Análítica

The first researches on Comparative Mathematics Education were conducted in Brazil around the end of the first decade of this century, with Latin American countries as the focus of investigation. Inspired and grounded by the frameworks of Comparative Education, Comparative Mathematics Education has become a necessary and promising branch of Mathematics Education, especially in times of globalization. In this paper, we aim to discuss the usefulness of the theoretical framework of Social Justice from Nancy Fraser's two-dimensional perspective to support studies and research in Comparative Mathematics Education, following the recent theoretical concerns of Comparative Education - World-Systems Analysis. We organized the text in order to contemplate our main goal, presenting, sequentially, the theoretical philosophical framework, historical aspects of Comparative Education, as well as theoretical notes that support the argumentation of the above-mentioned theoretical philosophical framework as a guide for studies and research in Comparative Mathematics Education, concerned with the diffuse phenomenon of globalization, as advocated by World-Systems Analysis

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