

Application of the Legitimation Code Theory to the Draw a Mathematician and Draw a Mathematics Classroom Research

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Drawings have been widely used to elicit data from school students relating to their views about mathematics, mathematicians, teaching and learning of mathematics, and mathematics classroom experiences. What might be valued and emphasised in drawing-based research in mathematics education, and accordingly, what kind of knowledge is produced through student drawings are less known. This study aims to investigate these questions (Hatisaru, 2022). By using the *Legitimation Code Theory (LCT)* (Maton, 2014), a social realist framework, the study analyses the *codes*, or foci, in drawing-based research. It is situated within two primarily qualitative, drawing-based research: *Draw a Mathematician* and *Draw a Mathematics Classroom*. This study makes an original contribution to the literature by offering a conceptualisation that can be used to critically analyse the contribution of drawing-based research to the mathematics education field.

References

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