# Article information:

Wenger, E. (1998). Communities of practice: Learning, meaning and identity | SpringerLink
[https://link.springer.com/article/10.1023/A:1023947624004](https://link.springer.com/article/10.1023/A%3A1023947624004)

# Article summary:

1. Wenger's concept of communities of practice emphasizes the importance of social learning and identity formation in knowledge acquisition.

2. Mathematics education researchers such as Adler, Boaler, and Lerman have applied this concept to understanding how teachers and students learn mathematics in multilingual classrooms and develop their mathematical identities.

3. Situated cognition theory, which posits that learning is inseparable from the context in which it occurs, is also relevant to understanding mathematics learning within communities of practice.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

很遗憾，由于提供的文章只是一个参考文献列表，没有具体的文章内容，因此无法进行详细的批判性分析。请提供完整的文章内容以便进行分析。

# Topics for further research:

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