

practical advantages, acquiring mathematical knowledge in 'bubbles' is arguably of little consequence given the universality of the subject. As James Tanton, founder of the Global Math Project, stated in a talk at the MIND Research Institute: "Math is a universal human experience" and that "we're all studying the same thing". This assertion is perhaps most evidently demonstrated by the fact that different cultures around the world share the same systems of counting, sorting, and deciphering (Wright, n.d.). Ultimately regardless of their cultural context, mathematicians are aiming to discover and understand the same 'truths', whilst educators in this AOK seek to impart such common 'truths' onto their students.

Nevertheless, when focusing on the theme of methods and tools, it may be argued that acquiring mathematical knowledge can be significantly affected when done so in 'bubbles'. If a student is taught in a rigid manner, for example learning only one method to solve a certain equation, this may negatively impact their creative problem solving skills (Kurniati et al., 2019).

Acquiring mathematical knowledge in bubbles may also reduce opportunities for fostering cross-cultural awareness. Given the