

EQUITY IN MATH EDUCATION

EQUITY IN MATH EDUCATION: BREAKING BARRIERS AND BUILDING OPPORTUNITIES

EQUITY IN MATH EDUCATION IS A CRITICAL CONVERSATION THAT EDUCATORS, POLICYMAKERS, AND COMMUNITIES ARE INCREASINGLY ENGAGING IN TODAY. IT'S ABOUT ENSURING THAT EVERY STUDENT, REGARDLESS OF THEIR BACKGROUND, HAS ACCESS TO HIGH-QUALITY MATH LEARNING EXPERIENCES AND THE SUPPORT NEEDED TO SUCCEED. UNLIKE EQUALITY, WHICH IMPLIES TREATING EVERY STUDENT THE SAME, EQUITY RECOGNIZES THAT STUDENTS COME WITH DIFFERENT NEEDS, CHALLENGES, AND RESOURCES. ADDRESSING THESE DIFFERENCES IS KEY TO CLOSING ACHIEVEMENT GAPS AND FOSTERING A MORE INCLUSIVE LEARNING ENVIRONMENT WHERE ALL LEARNERS CAN THRIVE IN MATHEMATICS.

UNDERSTANDING EQUITY IN MATH EDUCATION

EQUITY IN MATH EDUCATION GOES BEYOND JUST PROVIDING ACCESS TO TEXTBOOKS OR CLASSROOMS. IT INVOLVES ACKNOWLEDGING SYSTEMIC BARRIERS—SUCH AS SOCIOECONOMIC DISPARITIES, LANGUAGE DIFFERENCES, AND CULTURAL BIASES—THAT AFFECT STUDENTS' PERFORMANCE AND ATTITUDES TOWARD MATH. WHEN STUDENTS FACE THESE OBSTACLES WITHOUT ADEQUATE SUPPORT, THEIR POTENTIAL CAN BE STIFLED, LEADING TO LONG-TERM CONSEQUENCES IN ACADEMIC ACHIEVEMENT AND CAREER OPPORTUNITIES.

THE DIFFERENCE BETWEEN EQUITY AND EQUALITY

IT'S IMPORTANT TO HIGHLIGHT THE DISTINCTION BETWEEN EQUITY AND EQUALITY IN EDUCATIONAL CONTEXTS. EQUALITY MEANS GIVING EVERY STUDENT THE SAME RESOURCES OR INSTRUCTION, REGARDLESS OF THEIR STARTING POINT. IN CONTRAST, EQUITY MEANS ALLOCATING RESOURCES AND SUPPORT BASED ON INDIVIDUAL NEEDS TO ENSURE ALL STUDENTS HAVE THE OPPORTUNITY TO SUCCEED. FOR EXAMPLE, A STUDENT WHO COMES FROM A LOW-INCOME HOUSEHOLD MAY NEED TUTORING OR ACCESS TO TECHNOLOGY THAT OTHERS TAKE FOR GRANTED. EQUITY-FOCUSED MATH EDUCATION STRATEGIES PRIORITIZE THESE NEEDS.

WHY EQUITY MATTERS IN MATH LEARNING

MATHEMATICS IS OFTEN SEEN AS A GATEKEEPER SUBJECT, WITH SKILLS LEARNED IN EARLY GRADES INFLUENCING FUTURE EDUCATIONAL AND CAREER PATHS. WHEN EQUITY IS LACKING, CERTAIN GROUPS—SUCH AS STUDENTS FROM MARGINALIZED COMMUNITIES, ENGLISH LANGUAGE LEARNERS, OR GIRLS IN STEM FIELDS—MAY BE UNDERREPRESENTED OR UNDERSERVED. PROMOTING EQUITY HELPS TO:

- CLOSE ACHIEVEMENT GAPS BETWEEN DIFFERENT STUDENT DEMOGRAPHICS
- ENCOURAGE DIVERSE PARTICIPATION IN STEM CAREERS
- FOSTER CONFIDENCE AND A GROWTH MINDSET IN ALL LEARNERS
- BUILD CRITICAL THINKING AND PROBLEM-SOLVING SKILLS ESSENTIAL FOR LIFE AND WORK

CHALLENGES TO ACHIEVING EQUITY IN MATH EDUCATION

DESPITE THE GROWING AWARENESS, SEVERAL OBSTACLES REMAIN IN THE WAY OF EQUITABLE MATH INSTRUCTION. UNDERSTANDING THESE CHALLENGES IS THE FIRST STEP TOWARD MEANINGFUL CHANGE.

SOCIOECONOMIC BARRIERS

STUDENTS FROM LOW-INCOME FAMILIES OFTEN ATTEND UNDER-RESOURCED SCHOOLS OR LACK ACCESS TO SUPPLEMENTARY LEARNING MATERIALS LIKE TUTORING OR ENRICHMENT PROGRAMS. THIS DISPARITY CAN LEAD TO GAPS IN FOUNDATIONAL MATH SKILLS, MAKING ADVANCED COURSEWORK MORE DIFFICULT.

CULTURAL AND LANGUAGE DIFFERENCES

MATH INSTRUCTION THAT DOESN'T ACCOUNT FOR CULTURAL DIVERSITY OR LANGUAGE PROFICIENCY CAN ALIENATE STUDENTS. FOR INSTANCE, WORD PROBLEMS THAT RELY HEAVILY ON CULTURALLY SPECIFIC CONTEXTS MAY CONFUSE ENGLISH LANGUAGE LEARNERS OR STUDENTS FROM DIFFERENT BACKGROUNDS, HINDERING THEIR COMPREHENSION.

IMPLICIT BIAS AND STEREOTYPES

TEACHERS' UNCONSCIOUS BIASES CAN INFLUENCE HOW THEY PERCEIVE AND INTERACT WITH STUDENTS, POTENTIALLY AFFECTING EXPECTATIONS AND OPPORTUNITIES. STEREOTYPES ABOUT WHO IS "GOOD" AT MATH CAN DISCOURAGE STUDENTS, ESPECIALLY GIRLS AND MINORITY STUDENTS, FROM PURSUING MATH-RELATED FIELDS.

TRACKING AND ABILITY GROUPING

MANY SCHOOLS USE TRACKING SYSTEMS THAT SEPARATE STUDENTS INTO DIFFERENT ABILITY GROUPS. WHILE INTENDED TO TAILOR INSTRUCTION, THIS CAN SOMETIMES REINFORCE INEQUITIES BY LIMITING ADVANCED COURSEWORK ACCESS FOR UNDERREPRESENTED STUDENTS.

STRATEGIES TO PROMOTE EQUITY IN MATH EDUCATION

CREATING A FAIR AND SUPPORTIVE MATH LEARNING ENVIRONMENT CALLS FOR INTENTIONAL ACTIONS AND POLICIES. HERE ARE SOME EFFECTIVE APPROACHES EDUCATORS AND SCHOOLS CAN IMPLEMENT.

INCLUSIVE CURRICULUM DESIGN

A CURRICULUM THAT REFLECTS DIVERSE CULTURES AND REAL-WORLD CONTEXTS CAN MAKE MATH MORE RELATABLE AND ENGAGING. INCORPORATING MULTIPLE PROBLEM-SOLVING APPROACHES ALSO RESPECTS DIFFERENT LEARNING STYLES, HELPING STUDENTS CONNECT WITH THE MATERIAL.

DIFFERENTIATED INSTRUCTION AND SUPPORT

TEACHERS CAN USE FORMATIVE ASSESSMENTS TO IDENTIFY INDIVIDUAL LEARNING NEEDS AND PROVIDE TAILORED SUPPORT. THIS MIGHT INCLUDE SMALL GROUP INTERVENTIONS, SCAFFOLDED TASKS, AND USING TECHNOLOGY TO PERSONALIZE LEARNING.

PROFESSIONAL DEVELOPMENT FOR EDUCATORS

ONGOING TRAINING HELPS TEACHERS RECOGNIZE AND ADDRESS THEIR OWN BIASES, LEARN CULTURALLY RESPONSIVE TEACHING

METHODS, AND DEVELOP STRATEGIES TO SUPPORT DIVERSE LEARNERS EFFECTIVELY.

FAMILY AND COMMUNITY ENGAGEMENT

INVOLVING FAMILIES AND COMMUNITIES IN MATH EDUCATION FOSTERS A SUPPORTIVE NETWORK AROUND STUDENTS. WORKSHOPS, MATH NIGHTS, AND COMMUNICATION IN MULTIPLE LANGUAGES CAN BRIDGE GAPS BETWEEN HOME AND SCHOOL.

EQUITABLE ACCESS TO RESOURCES

ENSURING ALL STUDENTS HAVE ACCESS TO QUALITY TEXTBOOKS, TECHNOLOGY, AND EXTRACURRICULAR OPPORTUNITIES LIKE MATH CLUBS OR COMPETITIONS IS ESSENTIAL. SCHOOLS CAN SEEK PARTNERSHIPS OR GRANTS TO PROVIDE THESE RESOURCES.

MEASURING PROGRESS TOWARD EQUITY

EVALUATING EFFORTS TO PROMOTE EQUITY REQUIRES CAREFUL ANALYSIS OF DATA AND STUDENT OUTCOMES.

USING DATA TO IDENTIFY GAPS

DISAGGREGATED DATA—BREAKING DOWN TEST SCORES AND PARTICIPATION RATES BY RACE, GENDER, SOCIOECONOMIC STATUS, ETC.—HELPS PINPOINT WHERE DISPARITIES EXIST. THIS INSIGHT GUIDES TARGETED INTERVENTIONS.

STUDENT VOICE AND FEEDBACK

LISTENING TO STUDENTS' EXPERIENCES PROVIDES VALUABLE PERSPECTIVES ON OBSTACLES THEY FACE AND THE EFFECTIVENESS OF SUPPORT MEASURES. SURVEYS, FOCUS GROUPS, AND CLASSROOM DISCUSSIONS CAN INFORM ONGOING IMPROVEMENTS.

CONTINUOUS IMPROVEMENT

EQUITY IN MATH EDUCATION IS AN EVOLVING GOAL. SCHOOLS SHOULD REGULARLY REVIEW POLICIES, PRACTICES, AND OUTCOMES, ADAPTING STRATEGIES TO MEET CHANGING NEEDS AND ENSURE ALL STUDENTS BENEFIT.

THE ROLE OF TECHNOLOGY IN ADVANCING EQUITY

TECHNOLOGY OFFERS POWERFUL TOOLS TO SUPPORT EQUITABLE MATH EDUCATION WHEN USED THOUGHTFULLY.

PERSONALIZED LEARNING PLATFORMS

ADAPTIVE SOFTWARE CAN ADJUST TO EACH STUDENT'S PACE AND SKILL LEVEL, PROVIDING CUSTOMIZED PRACTICE AND FEEDBACK. THIS HELPS CLOSE LEARNING GAPS AND BUILD CONFIDENCE.

ACCESS TO ONLINE RESOURCES

VIRTUAL TUTORING, INSTRUCTIONAL VIDEOS, AND INTERACTIVE GAMES CAN SUPPLEMENT CLASSROOM INSTRUCTION, PARTICULARLY FOR STUDENTS WHO MAY LACK SUPPORT OUTSIDE SCHOOL.

BRIDGING THE DIGITAL DIVIDE

TO HARNESS THESE BENEFITS, SCHOOLS MUST ADDRESS DISPARITIES IN DEVICE AND INTERNET ACCESS. PROVIDING LAPTOPS, WI-FI HOTSPOTS, OR COMMUNITY TECH HUBS CAN ENSURE EQUITABLE PARTICIPATION.

EQUITY IN MATH EDUCATION IS MORE THAN A GOAL; IT'S A COMMITMENT TO RECOGNIZING AND VALUING EACH STUDENT'S UNIQUE POTENTIAL. BY EMBRACING INCLUSIVE PRACTICES, ADDRESSING SYSTEMIC BARRIERS, AND FOSTERING SUPPORTIVE ENVIRONMENTS, EDUCATORS CAN HELP ALL LEARNERS UNLOCK THE POWER OF MATH AND OPEN DOORS TO FUTURE OPPORTUNITIES. THE JOURNEY TOWARD EQUITY IS ONGOING, BUT EVERY STEP FORWARD ENRICHES NOT JUST INDIVIDUAL STUDENTS BUT SOCIETY AS A WHOLE.

FREQUENTLY ASKED QUESTIONS

WHAT DOES EQUITY IN MATH EDUCATION MEAN?

EQUITY IN MATH EDUCATION MEANS ENSURING THAT ALL STUDENTS HAVE ACCESS TO HIGH-QUALITY MATH INSTRUCTION, RESOURCES, AND SUPPORT REGARDLESS OF THEIR BACKGROUND, RACE, GENDER, SOCIOECONOMIC STATUS, OR LEARNING ABILITIES.

WHY IS EQUITY IMPORTANT IN MATH EDUCATION?

EQUITY IS IMPORTANT BECAUSE IT HELPS CLOSE ACHIEVEMENT GAPS, PROMOTES SOCIAL JUSTICE, AND ENSURES THAT EVERY STUDENT HAS THE OPPORTUNITY TO SUCCEED IN MATH, WHICH IS CRITICAL FOR FUTURE ACADEMIC AND CAREER OPPORTUNITIES.

HOW CAN TEACHERS PROMOTE EQUITY IN MATH CLASSROOMS?

TEACHERS CAN PROMOTE EQUITY BY USING CULTURALLY RESPONSIVE TEACHING METHODS, DIFFERENTIATING INSTRUCTION, PROVIDING RESOURCES FOR DIVERSE LEARNERS, AND CREATING AN INCLUSIVE ENVIRONMENT WHERE ALL STUDENTS FEEL VALUED AND CAPABLE.

WHAT ROLE DOES CURRICULUM DESIGN PLAY IN ACHIEVING EQUITY IN MATH EDUCATION?

CURRICULUM DESIGN PLAYS A CRUCIAL ROLE BY INCORPORATING DIVERSE PERSPECTIVES, REAL-WORLD APPLICATIONS, AND MULTIPLE APPROACHES TO PROBLEM-SOLVING, MAKING MATH MORE ACCESSIBLE AND RELEVANT TO ALL STUDENTS.

HOW DOES SOCIOECONOMIC STATUS AFFECT EQUITY IN MATH EDUCATION?

STUDENTS FROM LOWER SOCIOECONOMIC BACKGROUNDS OFTEN FACE CHALLENGES SUCH AS LIMITED ACCESS TO RESOURCES, TECHNOLOGY, AND EXTRACURRICULAR SUPPORT, WHICH CAN IMPACT THEIR MATH LEARNING AND ACHIEVEMENT.

WHAT ARE SOME COMMON BARRIERS TO EQUITY IN MATH EDUCATION?

COMMON BARRIERS INCLUDE IMPLICIT BIAS, LACK OF ACCESS TO QUALIFIED TEACHERS, INSUFFICIENT RESOURCES, STANDARDIZED TESTING PRESSURES, AND CURRICULUM THAT DOES NOT REFLECT DIVERSE STUDENT EXPERIENCES.

How can schools measure progress toward equity in math education?

Schools can analyze data on student achievement disaggregated by demographics, monitor access to advanced math courses, gather student and teacher feedback, and assess the inclusivity of instructional materials.

What impact does gender have on equity in math education?

Gender stereotypes and biases can discourage girls and non-binary students from pursuing math, leading to disparities in participation and achievement that equity-focused initiatives seek to address.

How can technology be used to support equity in math education?

Technology can provide personalized learning experiences, access to high-quality resources, and opportunities for collaboration, helping to bridge gaps for students who may lack traditional support.

What policies support equity in math education at the national or local level?

Policies that allocate funding for underserved schools, promote inclusive curricula, mandate professional development on equity, and support early intervention programs help advance equity in math education.

Additional Resources

Equity in Math Education: Addressing Disparities and Unlocking Potential

Equity in math education has emerged as a critical focus in contemporary educational discourse, reflecting a growing recognition that access, opportunities, and outcomes in mathematics are not uniformly distributed among students. This concept transcends mere equality by emphasizing fairness and the elimination of barriers that historically marginalized groups face in mastering mathematical skills. As math proficiency increasingly influences academic trajectory, career opportunities, and economic mobility, understanding and addressing equity in math education is pivotal for creating an inclusive and just educational landscape.

Understanding Equity in Math Education

Equity in math education refers to the deliberate efforts to ensure all students, regardless of their race, socioeconomic status, gender, or geographic location, have access to high-quality math instruction and resources tailored to their individual needs. Unlike equality, which implies providing the same resources or instruction to all, equity acknowledges systemic disparities and aims to provide differentiated support to level the playing field.

Data from national assessments such as the National Assessment of Educational Progress (NAEP) reveal stark achievement gaps in math proficiency among different demographic groups. For instance, in 2019, only 20% of Black and Hispanic 8th graders scored at or above proficient, compared to 47% of their White peers. These disparities are often attributed to factors including under-resourced schools, implicit biases, and lack of culturally responsive teaching.

Factors Contributing to Inequities

Several interrelated factors perpetuate inequities in math education:

- **SOCIOECONOMIC STATUS:** STUDENTS FROM LOW-INCOME FAMILIES FREQUENTLY ATTEND SCHOOLS WITH FEWER RESOURCES, LESS EXPERIENCED TEACHERS, AND LIMITED ACCESS TO ADVANCED MATH COURSES.
- **IMPLICIT BIAS AND STEREOTYPES:** EDUCATORS' UNCONSCIOUS BIASES CAN AFFECT EXPECTATIONS AND INTERACTIONS WITH STUDENTS, PARTICULARLY THOSE FROM MARGINALIZED GROUPS, WHICH MAY HINDER STUDENT CONFIDENCE AND PERFORMANCE.
- **CURRICULUM AND INSTRUCTIONAL PRACTICES:** A ONE-SIZE-FITS-ALL CURRICULUM OFTEN NEGLECTS DIVERSE CULTURAL BACKGROUNDS AND LEARNING STYLES, REDUCING STUDENT ENGAGEMENT AND COMPREHENSION.
- **ACCESS TO ADVANCED COURSEWORK:** UNDERREPRESENTATION OF MINORITY STUDENTS IN GIFTED AND ADVANCED PLACEMENT MATH CLASSES LIMITS EXPOSURE TO CHALLENGING MATERIAL CRUCIAL FOR STEM PATHWAYS.
- **LANGUAGE BARRIERS:** ENGLISH LANGUAGE LEARNERS MAY STRUGGLE WITH MATH VOCABULARY AND WORD PROBLEMS, IMPACTING THEIR OVERALL MATH ACHIEVEMENT.

STRATEGIES TO PROMOTE EQUITY IN MATH EDUCATION

ADDRESSING EQUITY REQUIRES A MULTIFACETED APPROACH THAT TRANSFORMS BOTH CLASSROOM PRACTICES AND SYSTEMIC STRUCTURES.

IMPLEMENTING CULTURALLY RESPONSIVE TEACHING

INCORPORATING STUDENTS' CULTURAL CONTEXTS INTO MATH INSTRUCTION CAN ENHANCE RELEVANCE AND MOTIVATION. TEACHERS TRAINED IN CULTURALLY RESPONSIVE METHODS USE EXAMPLES, PROBLEMS, AND TEACHING STYLES THAT REFLECT DIVERSE EXPERIENCES, FOSTERING A SENSE OF BELONGING AND VALIDATION IN THE CLASSROOM.

DIFFERENTIATED INSTRUCTION AND PERSONALIZED LEARNING

RECOGNIZING THAT STUDENTS COME WITH VARYING PRIOR KNOWLEDGE AND LEARNING NEEDS, DIFFERENTIATED INSTRUCTION TAILORS CONTENT, PROCESS, AND PRODUCT TO INDIVIDUAL LEARNERS. TECHNOLOGY ALSO PLAYS A ROLE BY ENABLING PERSONALIZED LEARNING PATHWAYS, ALLOWING STUDENTS TO PROGRESS AT THEIR OWN PACE AND RECEIVE IMMEDIATE FEEDBACK.

EXPANDING ACCESS TO RIGOROUS MATH OPPORTUNITIES

SCHOOLS CAN ACTIVELY WORK TO IDENTIFY AND RECRUIT UNDERREPRESENTED STUDENTS FOR ADVANCED MATH COURSES, DISMANTLING GATEKEEPING PRACTICES THAT OFTEN RELY ON SUBJECTIVE CRITERIA. PARTNERSHIPS WITH COMMUNITY ORGANIZATIONS AND MENTORSHIP PROGRAMS CAN ALSO ENCOURAGE STUDENTS' SUSTAINED INTEREST IN MATHEMATICS.

PROFESSIONAL DEVELOPMENT FOR EDUCATORS

SUSTAINED TRAINING ON EQUITY ISSUES, IMPLICIT BIAS, AND INCLUSIVE PEDAGOGIES EQUIPS TEACHERS TO RECOGNIZE AND MITIGATE BARRIERS WITHIN THEIR CLASSROOMS. COLLABORATIVE PROFESSIONAL LEARNING COMMUNITIES FOSTER REFLECTION AND SHARED STRATEGIES TO IMPROVE EQUITY OUTCOMES.

CHALLENGES AND CONSIDERATIONS

WHILE THE PUSH FOR EQUITY IN MATH EDUCATION IS GAINING MOMENTUM, SEVERAL CHALLENGES PERSIST:

- **RESOURCE LIMITATIONS:** UNDERFUNDED SCHOOLS MAY LACK THE MATERIALS AND STAFFING NEEDED TO IMPLEMENT EQUITABLE PRACTICES EFFECTIVELY.
- **RESISTANCE TO CHANGE:** SOME EDUCATORS AND INSTITUTIONS MAY RESIST SHIFTS AWAY FROM TRADITIONAL TEACHING METHODS OR STANDARDIZED TRACKING SYSTEMS.
- **MEASURING EQUITY:** QUANTIFYING EQUITABLE OUTCOMES IS COMPLEX, AS IT INVOLVES QUALITATIVE FACTORS SUCH AS STUDENT CONFIDENCE, ENGAGEMENT, AND SENSE OF BELONGING ALONGSIDE TEST SCORES.
- **BALANCING STANDARDS AND FLEXIBILITY:** ENSURING STUDENTS MEET ESTABLISHED MATH STANDARDS WHILE ACCOMMODATING DIVERSE LEARNING PATHS REQUIRES CAREFUL CURRICULUM DESIGN.

POLICY IMPLICATIONS AND FUTURE DIRECTIONS

POLICYMAKERS PLAY A CRUCIAL ROLE IN FOSTERING EQUITY BY ALLOCATING FUNDS TO HIGH-NEED SCHOOLS, REVISING TRACKING POLICIES, AND SUPPORTING INCLUSIVE CURRICULA. NATIONAL AND STATE EDUCATION AGENCIES CAN INCENTIVIZE SCHOOLS TO ADOPT EQUITY-FOCUSED METRICS AND PROVIDE GUIDANCE FOR DATA-DRIVEN INTERVENTIONS.

EMERGING RESEARCH UNDERSCORES THE IMPORTANCE OF EARLY INTERVENTION, SUGGESTING THAT CLOSING GAPS IN FOUNDATIONAL NUMERACY SKILLS DURING ELEMENTARY GRADES CAN HAVE LASTING EFFECTS ON STUDENT TRAJECTORIES. ADDITIONALLY, INTEGRATING SOCIAL-EMOTIONAL LEARNING WITH MATH INSTRUCTION HAS SHOWN PROMISE IN IMPROVING STUDENT RESILIENCE AND REDUCING ANXIETY, FACTORS CLOSELY TIED TO EQUITABLE ACHIEVEMENT.

EQUITY IN MATH EDUCATION IS NOT ONLY A MATTER OF SOCIAL JUSTICE BUT ALSO A STRATEGIC IMPERATIVE TO PREPARE A DIVERSE GENERATION OF LEARNERS FOR A TECHNOLOGY-DRIVEN ECONOMY. AS SUCH, CONTINUAL EVALUATION, INNOVATION, AND COLLABORATION AMONG EDUCATORS, RESEARCHERS, FAMILIES, AND COMMUNITIES REMAIN ESSENTIAL TO DISMANTLING BARRIERS AND UNLOCKING THE FULL POTENTIAL OF EVERY STUDENT.

[Equity In Math Education](#)

equity in math education: Mapping Equity and Quality in Mathematics Education Bill Atweh, Mellony Graven, Walter Secada, Paola Valero, 2011-01-06 Concerns about quality mathematics education are often posed in terms of the types of mathematics that are worthwhile and valuable for both the student and society in general, and about how to best support students so that they can develop this mathematics. Concerns about equity are about who is excluded from the opportunity to develop quality mathematics within our current practices and systems, and about how to remove social barriers that systematically disadvantage those students. This collection of chapters summarises our learning about the achievement of both equity and quality agendas in mathematics education and to move forward the debate on their importance for the field.

equity in math education: Equity in Mathematics Education Constantinos Xenofontos, 2019-10-01 Following in the steps of the socio-political turn of the discipline, Equity in Mathematics Education: Addressing a Changing World emerged as a response of the editor and the chapter authors to the enormous changes that have in the last years occurred at a global level (for example,

the ongoing war in Syria, the political [in]actions of powerful nations to fight climate change, the rise of far-right parties in many countries around the world, and so on). In recent years, massive migration waves from the Middle East have caused significant demographic changes to many European countries, Canada and the US, that are reflected in schools and classrooms. These observations have led this book's contributors to reconsider the concept and/or practice of equity, and its related concept, social justice, and the role of mathematics education research in addressing and promoting a fairer world. Contrary to other, perhaps highly specialized books concerned with similar topics, this book aims to provide a smooth, yet deep introduction to those who are new to this research area. *Equity in Mathematics Education: Addressing a Changing World* contributes to the understanding of equity and its complex relations to mathematics education. It is anticipated that it will support individuals in teaching, educational research, policy making and planning, and teacher education, in becoming more aware of the interplay between school mathematics and socio-political issues that, ultimately, impacts the lives of learners and their communities, teachers as practitioners and as citizens, the wider society, and the world as a whole. Even though each chapter can be read independently of others, an engagement with all chapters in this volume will provide readers with a solid holistic understanding of the research territory of equity and mathematics education.

equity in math education: *Towards Equity in Mathematics Education* Helen Forgasz, Ferdinand Rivera, 2012-03-21 This volume gathers together twenty major chapters that tackle a variety of issues associated with equity in mathematics education along the dimensions of gender, culture, curriculum diversity, and matters of a biological nature. The pursuit of equity in mathematics education is an important concern in the history of the present. Since there is no doubt about the significant role of mathematics in almost every aspect of life, it means that all individuals regardless of sex, in any age range, and in whatever context need to be provided with an opportunity to become mathematically able. The publication of this Springer volume on equity in mathematics education is situated at a time when there is strong and sustained research evidence indicating the persistence of an equity gap in mathematics, which has now enabled the mathematics education community to engage in a discourse of access for all. The research studies that are reported and discussed in the volume have been drawn from an international group of distinguished scholars whose impressive, forward-looking, and thought-provoking perspectives on relevant issues incite, broaden, and expand complicated conversations on how we might effectively achieve equity in mathematics education at the local, institutional, and systemic levels. Further, the up-to-date research knowledge in the field that is reflected in this volume provides conceptual and practical outlines for mechanisms of change, including models, examples, and usable theories that can inform the development of powerful equitable practices and the mobilization of meaningful equity interventions in different contexts of mathematics education.

equity in math education: *New Directions for Equity in Mathematics Education* Walter G. Secada, Elizabeth Fennema, Lisa Byrd Adajian, 1995-04-28 This book examines equity from the standpoint of mathematics education - an excellent forum for the topic, since the results are quantifiable and the disparity in performance is stark.

equity in math education: *Equity In Mathematics Education* Gabriele Kaiser, 2005-08-08 Provides an overview of current thinking about equity issues in the teaching and learning of mathematics. This text examines how better instructional practices and understanding of the nature of the mathematical enterprise can overcome the systemic obstacles that have blocked women's participation.

equity in math education: *Toward Equity and Social Justice in Mathematics Education* Tonya Gau Bartell, 2018-08-14 This critical volume responds to the enduring challenge in mathematics education of addressing the needs of marginalized students in school mathematics, and stems from the 2015 Annual Meeting of the North American Group of the Psychology of Mathematics Education (PME-NA). This timely analysis brings greater clarity and support to such challenges by narrowing in on four foci: theoretical and political perspectives toward equity and justice in mathematics education, identifying and connecting to family and community funds of

knowledge, student learning and engagement in preK-12 mathematics classrooms, and supporting teachers in addressing the needs of marginalized learners. Each of these areas examines how race, class, culture, power, justice and mathematics teaching and learning intersect in mathematics education to sustain or disrupt inequities, and include contributions from scholars writing about mathematics education in diverse contexts. Included in the coverage: Disrupting policies and reforms to address the needs of marginalized learners A socio-spatial framework for urban mathematics education Linking literature on allywork to the work of mathematics teacher educators Transnational families' mathematical funds of knowledge Multilingual and technological contexts for supporting learners' mathematical discourse Preservice teachers' strategies for teaching mathematics with English learners Toward Equity and Social Justice in Mathematics Education is of significant interest to mathematics teacher educators and mathematics education researchers currently addressing the needs of marginalized students in school mathematics. It is also relevant to teachers of related disciplines, administrators, and instructional designers interested in pushing our thinking and work toward equity and justice in mathematics education.

equity in math education: Towards Equity in Mathematics Education Helen Forgasz, Ferdinand Rivera, 2012-03-19 This volume gathers together twenty major chapters that tackle a variety of issues associated with equity in mathematics education along the dimensions of gender, culture, curriculum diversity, and matters of a biological nature. The pursuit of equity in mathematics education is an important concern in the history of the present. Since there is no doubt about the significant role of mathematics in almost every aspect of life, it means that all individuals regardless of sex, in any age range, and in whatever context need to be provided with an opportunity to become mathematically able. The publication of this Springer volume on equity in mathematics education is situated at a time when there is strong and sustained research evidence indicating the persistence of an equity gap in mathematics, which has now enabled the mathematics education community to engage in a discourse of access for all. The research studies that are reported and discussed in the volume have been drawn from an international group of distinguished scholars whose impressive, forward-looking, and thought-provoking perspectives on relevant issues incite, broaden, and expand complicated conversations on how we might effectively achieve equity in mathematics education at the local, institutional, and systemic levels. Further, the up-to-date research knowledge in the field that is reflected in this volume provides conceptual and practical outlines for mechanisms of change, including models, examples, and usable theories that can inform the development of powerful equitable practices and the mobilization of meaningful equity interventions in different contexts of mathematics education.

equity in math education: Towards Gender Equity in Mathematics Education Gila Hanna, 2006-04-11 THE REAL WORLD OF MATHEMATICS, SCIENCE, AND TECHNOLOGY EDUCATION In this Preface, I would like to focus on what I mean by "education" and speak about the models and metaphors that are used when people talk, write, and act in the domain of education. We need to look at the assumptions and processes that the models and metaphors implicitly and explicitly contain. I feel we should explore whether there is a specific thrust to mathematics education in the here and now, and be very practical about it. For me education is the enhancement of knowledge and understanding, and there is a strong and unbreakable link between the two. There seems little point in acquiring knowledge without understanding its meaning. Nor is it enough to gain a deep understanding of problems without gaining the appropriate knowledge to work for their solution. Thus knowledge and understanding are each necessary conditions for the process of education, but only when they are linked will the process bear fruit. Only in the balanced interplay of knowledge and understanding can we expect to achieve genuine education.

equity in math education: Reflecting the World Mathew D. Felton?Koestler, Ksenija Simic?Muller, José María Menéndez, 2017-02-01 Reflecting the World: A Guide to Incorporating Equity in Mathematics Teacher Education is a guide for mathematics teacher educators interested in incorporating equity concerns into their teaching. The book draws on the authors' research and experience integrating issues of equity, diversity, and social justice into their work as mathematics

teacher educators of preservice and inservice preK-9 teachers. *Reflecting the World* includes both a framework for integrating issues of equity into mathematics teacher education courses and professional development and example lessons. The lessons are organized by content area and include guidance for using them effectively. Elementary and middle grades pre-service teachers are often uncomfortable with mathematics, uncertain about their ability to teach it, and unsure of how it connects to the real world. For many preservice teachers a focus on the real world—and in particular on issues of equity, diversity, and social justice—is more engaging than their past experiences with mathematics and can help lessen their mathematical anxieties. *Reflecting the World* will assist teacher educators in designing and teaching mathematics content and methods courses in ways that support future teachers to see the relevance of mathematics to our world and in becoming critical, questioning citizens in an increasingly mathematical world. The book provides a set of tools for helping future teachers connect mathematics to the lives, interests, and political realities of an increasingly diverse student body, and in doing so it provides a meaningful answer to the question, “when will I ever use this?”

equity in math education: Towards Gender Equity in Mathematics Education Gila Hanna, 1996-02-29 The present volume consists of original scholarly articles that develop further issues pertaining to gender equity in mathematics education. The premise - that there is no physical or intellectual barrier to the participation of women in mathematics, science, and technology - provides the starting point for analyses and discussion. The authors explore the attitudinal and societal/structural reasons for the gender imbalance in these fields and look at foci for change, including curriculum and assessment practices, classroom and school cultures, and teacher education programs. A major part of the book comprises a series of detailed descriptive studies of education systems across the world from the perspective of mathematics and gender equity issues.

equity in math education: Sociocultural Research on Mathematics Education Bill Atweh, Helen Forgasz, Ben Nebres, 2013-03-07 This volume--the first to bring together research on sociocultural aspects of mathematics education--presents contemporary and international perspectives on social justice and equity issues that impact mathematics education. In particular, it highlights the importance of three interacting and powerful factors--gender, social, and cultural dimensions. *Sociocultural Research on Mathematics Education: An International Perspective* is distinguished in several ways: * It is research based. Chapters report on significant research projects; present a comprehensive and critical summary of the research findings; and offer a critical discussion of research methods and theoretical perspectives undertaken in the area. * It is future oriented, presenting recommendations for practice and policy and identifying areas for further research. * It deals with all aspects of formal and informal mathematics education and applications and all levels of formal schooling. As the context of mathematics education rapidly changes-- with an increased demand for mathematically literate citizenship; an increased awareness of issues of equity, inclusivity, and accountability; and increased efforts for globalization of curriculum development and research-- questions are being raised more than ever before about the problems of teaching and learning mathematics from a non-cognitive science perspective. This book contributes significantly to addressing such issues and answering such questions. It is especially relevant for researchers, graduate students, and policymakers in the field of mathematics education.

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