



Equity in mathematics education

Renuka Vithal¹ · Karin Brodie² · Reshma Subbaya³

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Abstract

This paper reviews research on equity in mathematics education (excluding gender equity) for the period 2017–2022. From the publications identified, five themes were distilled: conceptualizations and framing of equity in mathematics education; research methodologies and researcher positionalities; equity-focused practices, pedagogies and teacher education; equitable mathematics curriculum content, access and pathways; and equity in mathematics education at system levels, nationally and internationally. The review concludes by engaging some of the critique and suggests future directions for research. The research demonstrates that there is growing voice and visibility of equity-focused studies in mathematics education and that conceptualizations of equity have broadened and deepened through an increasing diversity of studies in this area. At the same time, the review also shows the dominance of the Global North in shaping equity discourses and the paucity of research on equity in mathematics education from the Global South.

Keywords Equity · Diversity · Inclusion · Marginalization · Equity-focused pedagogies

1 Introduction: Growing voice and visibility of equity in mathematics education

Many societies across the globe are growing increasingly diverse and unequal. Within and across countries, migration due to war, conflicts, climate change, poverty (to name a few), are shifting the nature of contemporary societies. Schools in general and mathematics classrooms in particular, reflect societal diversity and inequities as well as contain the possibilities to transform them. Providing access to quality mathematics education to learners from different cultural perspectives and knowledge backgrounds, diverse racial,

ethnic, religious, linguistic, gender, socio-economic status and sexual orientations, is an important endeavor. Within this context, it is not surprising that there has been a growing focus on equity-related research in mathematics education practices, theories, curricula and policies.

In the past five years there have been a number of developments which collectively show this increase in research on equity in mathematics education. In 2022, the Journal for Research in Mathematics Education (JRME) published two special issues on this topic. In their editorial to the first issue, Crespo et al. (2022) show that equity-focused articles in JRME increased from 11% in 2013 to 22% in 2021 and argue that “equity-focused research in mathematics education is now closer to the mainstream of topics with which our field is concerned” (p. 88). In the second issue, a more diverse group of authors commented on the papers in the first issue, leading to a deepening of key concepts (Mathews et al., 2022). ZDM-Mathematics Education commissioning reviews in equity research highlights this growth. Two other leading international journals, Educational Studies in Mathematics and the Journal of Mathematics Teacher Education, have reflected in their editorials on their approaches to equity, and considered how to broaden representation from across the world: both in the national origins of authors and in the conceptualisations of mathematics education in their

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Mathematics For Equity Mathematics For Equity

Gabriele Kaiser



Mathematics For Equity Mathematics For Equity:

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. **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 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 **Mathematics for Equity** Na'ilah Suad Nasir, Carlos Cabana, Barbara Shreve, Estelle

Woodbury, Nicole Louie, 2014-12-04 In this book nationally renowned scholars join classroom teachers to share equity oriented approaches that have been successful with urban high school mathematics students Compiling for the first time major research findings and practitioner experiences from Railside High School the volume describes the evolution of a

fundamentally different conception of learners and teaching The chapters bring together research and reflection on teacher collaboration and professional community student outcomes and mathematics classroom culture reform curricula and pedagogy and ongoing teacher development Mathematics for Equity will be invaluable reading for teachers schools and districts interested in maintaining a focus on equity and improving student learning while making sense of the new demands of the Common Core State Standards Book Features Core principles of an equity centered mathematics program Examples of how to focus and organize the collaborative work of a math department to develop a shared pedagogy Student experiences with an equity pedagogy that focuses on building perseverance flexibility in thinking and deep conceptual understanding Connections between reconceptualizing learners and teaching and achieving deep mathematics learning and equitable outcomes Contributors include Jo Boaler Ilana Seidel Horn Judith Warren Little and Rachel Lotan Mathematics for Equity provides a kaleidoscopic view in the voices of teachers researchers and students themselves of one of the nation s most ambitious and successful attempts at teaching mathematics for equity It shows what it takes to create a climate that supports students and teachers in engaging in meaningful mathematical activity and alas how vulnerable such environments are to the wrong kinds of accountability Read it and learn Alan H Schoenfeld University of California at Berkeley Want to fix what s wrong with mathematics instruction in your school Read this book with your colleagues and do what it inspires you to do Written by the brave teachers and former students who did it as well as researchers Phil Daro writing team Common Core Standards Strategic Education Research Partnership 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 *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

Choosing to See Pam Seda, Kyndall Brown, 2021-03-15 Choosing to See A Framework for Equity in the Math Classroom By Pamela Seda and Kyndall Brown Most of the top jobs for the future require students to have a strong foundational understanding of mathematics Our failure to mathematically educate most students in general and students of color in particular is bad not only for these students individually but also for our society In Choosing to See Pamela Seda and Kyndall Brown offer a substantive rigorous and necessary set of interventions to move mathematics education toward greater equity particularly in serving the needs of Black and Brown students who are underrepresented and underserved as math scholars The authors thoughtful ICUCARE equity framework serves as a lens to help teachers see where they are achieving this alignment and where they are not Through this lens choosing to see means caring enough about what you see to act It means accepting that every one of your students can be an expert given the opportunity It means recognizing negative stereotypes about marginalized students and understanding their effects It means knowing that your students have rich lives outside the classroom that can inform what you do inside the classroom And it means recognizing and celebrating their human dimensions so that all students strengths capabilities and talents can grow A provocative and practical read Seda and Brown remind us that equity is not a destination but a journey we take together with our students their families and our colleagues DR TRENA L WILKERSON professor Department of Curriculum and Instruction Baylor University president NCTM It s one thing to embrace Standards for Mathematics Practices SMP but quite another to see the human potential of minoritized children and teach them in ways that ensure they actually succeed The authors of this book share rich personal

stories that not only help teachers to see their students but to also perceive who they are and what they can become

JACQUELINE LEONARD professor of Mathematics Education University of Wyoming *Choosing to See* is the emotional and spiritual journey that all math educators need to embark on wholeheartedly The book is a timely primer that takes the deep and complex issue of race and systemic bias in the mathematical experiences of Black students and presents them with unflinching clarity and candor

SUNIL SINGH author of *Pi of Life* This book helps close the gap between recognizing that we can do more to make math classrooms equitable and actually having a plan for how to do it

Pamela and Kyndall are respected leaders in the mathematics education community and help unpack the problems we may not be aware of as well as solutions for addressing them

ROBERT KAPLINSKY author of *Open Middle Math* *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 **Improving Access to Mathematics** Na'ilah Suad Nasir, Paul Cobb, 2006-12-21 Key experts with extensive research and classroom experience examine how the multiple dimensions of race class culture power and knowledge interact in mathematics classrooms to foster and create inequities Chapters explore new theoretical perspectives describe successful classroom practices and offer insights into how we might develop an effective sociocultural approach to equity in math education Seeing diversity as an instructional resource rather than as an obstacle to be overcome this forward looking volume Helps us to understand the process by which diverse learners experience mathematics education Examines the way students identities can influence their mathematics

learning Describes mathematics education programs that have demonstrated their success with poor urban and rural students of color Explains why certain teaching and learning interventions are successful Offers culturally based approaches to mathematics education including activities for the classroom **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 Discourse for Mathematics Education Beth Herbel-Eisenmann,Jeffrey Choppin,David Wagner,David Pimm,2011-12-09 This book explores the connection between the ways people speak in mathematics classrooms and their opportunities to learn mathematics The words spoken heard written and read in mathematics classrooms shape students sense of what mathematics is and of what people can do with mathematics The authors employ multiple perspectives to consider the means for transformative action with respect to increasing opportunities for traditionally marginalized students to form mathematical identities that resonate with their cultural social linguistic and political beings **Equity in the Classroom** ,1994 Toward Equity in Quality in Mathematics Education Murad Jurdak,2009-07-30 Educational equity and quality are not only research issues which cut across different disciplines but are major determinants of socio economic and human development in both industrial and developing countries The status and role of mathematics a subject which has long enjoyed a privileged status in school curricula worldwide due to its perceived role in science and technology render equity and quality in mathematics education at the heart of human development This is reflected by governments relatively large investments in improving the quality of mathematics education and extending it to marginalized and underprivileged groups The purpose of Toward Equity in Quality in Mathematics Education is four fold First the book examines the constructs of equity and quality and their interdependence from different perspectives Second it develops a conceptual framework for studying and analyzing the two constructs Third it examines consolidates and re structures the literature on equity and quality in mathematics education Finally using data from TIMSS 2003 the book investigates the within and across country impact of the different equity related factors on mathematics achievement in a sample of countries representative of worldwide geographical and cultural regions Towards Equity in Quality in Mathematics Education uses a multi dimensional conceptual framework to study and analyze issues in equity and quality The framework consists of five perspectives hypothesized as determinants of equity in quality in mathematics education Mathematical societal educational ideological and genetic The framework can be thought of as a pyramid with mathematics as its base and the societal educational ideological and genetic perspectives as its faces Thus each point within this pyramid represents a unique equity in quality situation i e with different coordinates with respect to mathematical societal educational ideological and genetic perspectives Towards Equity in Quality in Mathematics Education is useful for teachers and researchers in mathematics education **Diversity, Equity, and Mathematical Learning**

Nailah Suad Nasir,Paul Cobb,2002-09-12 The articles developed for this special issue of Mathematical Thinking and Learning grew out of a series of two meetings held at Vanderbilt University in November 1999 and Northwestern University in September 2000 As a group the six articles in this special issue have the potential to help us reframe issues of equity in mathematics education and to enrich understandings of the process by which diverse learners experience mathematics education Some of these articles are theoretical in orientation and offer insights to how the sociocultural approach to equity in math education might be developed Other papers rely on close analyses of mathematical learning in and out of the classroom to understand the construction of equity at the micro level of social interactions In sum the articles that make up this special issue take the social and cultural worlds in which mathematics is learned to be central to the understandings of the dynamics of equity The editors hope that the understandings of equity diversity and mathematical learning continue to evolve and that this special issue will serve to spark thought controversy debate and further research on this critically important topic

Mathematics Teacher Education in the Public Interest Bharath Sriraman,Laura J. Jacobsen,Jean Mistele,2013-02-01 Mathematics teacher education has a critical role to play in preparing teachers to put at center stage goals to support equity in mathematics education and to diversify student interest and participation in mathematics These goals must also resonate with broader public interest goals to improve educational and social conditions both in the U S and abroad The Mathematics Teacher Education in the Public Interest book aims to support mathematics teacher educators to prepare teachers with new knowledge and skills to support all students to learn mathematics and to become informed engaged and critical citizens within their community nation and world While internationally there is considerable interest among mathematics educators in issues of equity and social justice the literature on mathematics teacher education for equity and social justice thus far has been very limited The book provides theoretical discussions on the need for equity and social justice emphases in mathematics teacher education as well as practical examples from mathematics teacher educators documenting their own professional efforts to center practices on equity and social justice Section emphases include critical perspectives on mathematics teacher education the use of equity and social justice themed activities in mathematics teacher preparation courses and issues of identity and community and cultural contexts in mathematics teacher education In addition syntheses of major ideas of the book are offered by experienced researchers

Access and Equity Anthony M. A. Fernandes,Sandra Crespo,Marta Civil,2017 **Access and Equity** Dorothy Y. White,Anthony M. A. Fernandes,Marta Civil,2018 Mathematics Learning in Early Childhood National Research Council,Division of Behavioral and Social

Sciences and Education,Center for Education,Committee on Early Childhood Mathematics,2009-11-13 Early childhood mathematics is vitally important for young children s present and future educational success Research demonstrates that virtually all young children have the capability to learn and become competent in mathematics Furthermore young children enjoy their early informal experiences with mathematics Unfortunately many children s potential in mathematics is not fully

realized especially those children who are economically disadvantaged This is due in part to a lack of opportunities to learn mathematics in early childhood settings or through everyday experiences in the home and in their communities Improvements in early childhood mathematics education can provide young children with the foundation for school success Relying on a comprehensive review of the research Mathematics Learning in Early Childhood lays out the critical areas that should be the focus of young children s early mathematics education explores the extent to which they are currently being incorporated in early childhood settings and identifies the changes needed to improve the quality of mathematics experiences for young children This book serves as a call to action to improve the state of early childhood mathematics It will be especially useful for policy makers and practitioners those who work directly with children and their families in shaping the policies that affect the education of young children

Building Community to Center Equity and Justice in Mathematics Teacher Education Courtney Koestler,Eva Thanheiser,2025-06-20 This new volume of the Association of Mathematics Teacher Educators AMTE Professional Book Series provides mathematics teacher educators practical ideas of how to build community to center conversations and action on equity and justice in mathematics teacher education

Access and Equity Sandra Crespo,Sylvia Celedon-Pattichis,Marta Civil,2017

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