

A Call for a Collective Action

February 2017 Reading

Suggested by the North American Study Group on Ethnomathematics (NASGEM)

[*Culturally Situated Design Tools: Generative Justice as a Foundation for STEM Diversity*](#)

[*Critical values and transforming data: Teaching statistics with social justice*](#)

Targeted Questions for February Reading:

- The “pipeline” model for STEM diversity is at best like oil production, taking kids out of their low-income communities for use elsewhere. What alternative models might be available?
- How does statistics inform questions of equity and justice?
- How do concepts of equity and justice in turn create rich vehicles for teaching concepts of statistics?