

September - October 2018 A Collective Call to Action, Year 2

Suggested by the Journal of Urban Mathematics Education (JUME)

Three Articles

[Mathematics as Gatekeeper: Power and Privilege in the Production of Knowledge](#) (Martin et al JUME 2010)

["Both And"—Equity and Mathematics: A Response to Martin, Gholson, and Leonard](#) (Confrey JUME 2010)

[Engaging Students in Meaningful Mathematics Learning: Different Perspectives, Complementary Goals](#) (Battista JUME 2010)

Targeted Questions:

- How might the larger mathematics education community achieve a both-and approach?
- How might the larger mathematics education community begin to respect the different perspectives of doing science employed when rigorously examining the critical issues of "diversity" and "equity" in mathematics education research?