



Mathematics Teaching, Learning, and Liberation in the Lives of Black Children (Studies in Mathematical Thinking and Learning Series)

From Routledge



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With issues of equity at the forefront of mathematics education research and policy, *Mathematics Teaching, Learning, and Liberation in the Lives of Black Children* fills the need for authoritative, rigorous scholarship that sheds light on the ways that young black learners experience mathematics in schools and their communities. This timely collection significantly extends the knowledge base on mathematics teaching, learning, participation, and policy for black children and it provides new framings of relevant issues that researchers can use in future work. More importantly, this book helps move the field beyond analyses that continue to focus on and normalize failure by giving primacy to the stories that black learners tell about themselves and to the voices of mathematics educators whose work has demonstrated a commitment to the success of these children.

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Mathematics Teaching, Learning, and Liberation in the Lives of Black Children (Studies in Mathematical Thinking and Learning Series) From Routledge Bibliography

- Sales Rank: #1910257 in Books
- Published on: 2009-06-05
- Original language: English
- Number of items: 1
- Dimensions: 8.90" h x .80" w x 6.10" l, 1.10 pounds
- Binding: Paperback
- 376 pages

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Editorial Review

Review

"I have a deep appreciation for this volume and understand its value for the educational enterprise in general and Black children in particular. Even those who do not share my same sentiments will find this book to be insightful, informative, and thought provoking concerning the mathematics teaching and learning of Black children."--**Christopher C. Jett, *Journal of Urban Mathematics Education***

"This book is a rich resource for anyone who is concerned about mathematics learning of black and other minority children. Recommended for university libraries and researchers involved in mathematics education of minority children....Recommended."--**CHOICE**

"This is a book that I heartily recommend to anyone who cares about equity and tackling racism, and it is a book that appropriately and refreshingly put teaching at its center. The book presents many different forms of research and writing, colorful and engaging accounts, insightful and chilling accounts of racism, and powerful new lenses and theories to consider the issues. This may be the first collection of its kind in mathematics education that brings different authors together to focus exclusively on African American children."--**Teachers College Record**

About the Author

Danny Bernard Martin is Chair of the Department of Curriculum and Instruction in the College of Education and Associate Professor of Mathematics at the University of Illinois at Chicago.

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