Mathematics as “Gate-Keeper” (?) : Three Theoretical Perspectives that Aim Toward Empowering All Children With a Key to the Gate

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Abstract
In this article, the author’s intent is to begin a conversation centered on the question: How might mathematics educators ensure that gatekeeping mathematics becomes an inclusive instrument for empowerment rather than an exclusive instrument for stratification? In the first part of the discussion, the author provides a historical perspective of the concept of “gatekeeper” in mathematics education. After substantiating mathematics as a gatekeeper, the author proceeds to provide a definition of empowering mathematics within a Freirian frame, and describes three theoretical perspectives of mathematics education that aim toward empowering all children with a key to the gate: the situated perspective, the culturally relevant perspective, and the critical perspective. Last, within a Foucauldian frame, the author concludes the article by asking the reader to think differently.

Comments
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Mathematics as “Gate-Keeper” (?) : Three Theoretical Perspectives that Aim Toward Empowering All Children With a Key to the Gate David W. Stinson In this article, the author's intent is to begin a conversation math.coe.uga.edu. mathematics, keeper, article, author, begin. Mathematics Word Wall. Mathematics Word Wall Introduction: The Mathematics Word Wall was developed by Michele S. Weiler, Regional Center II Instructional Supervisor. Teachers who attended Regional Center II's mathematics in-service received their own copy.

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