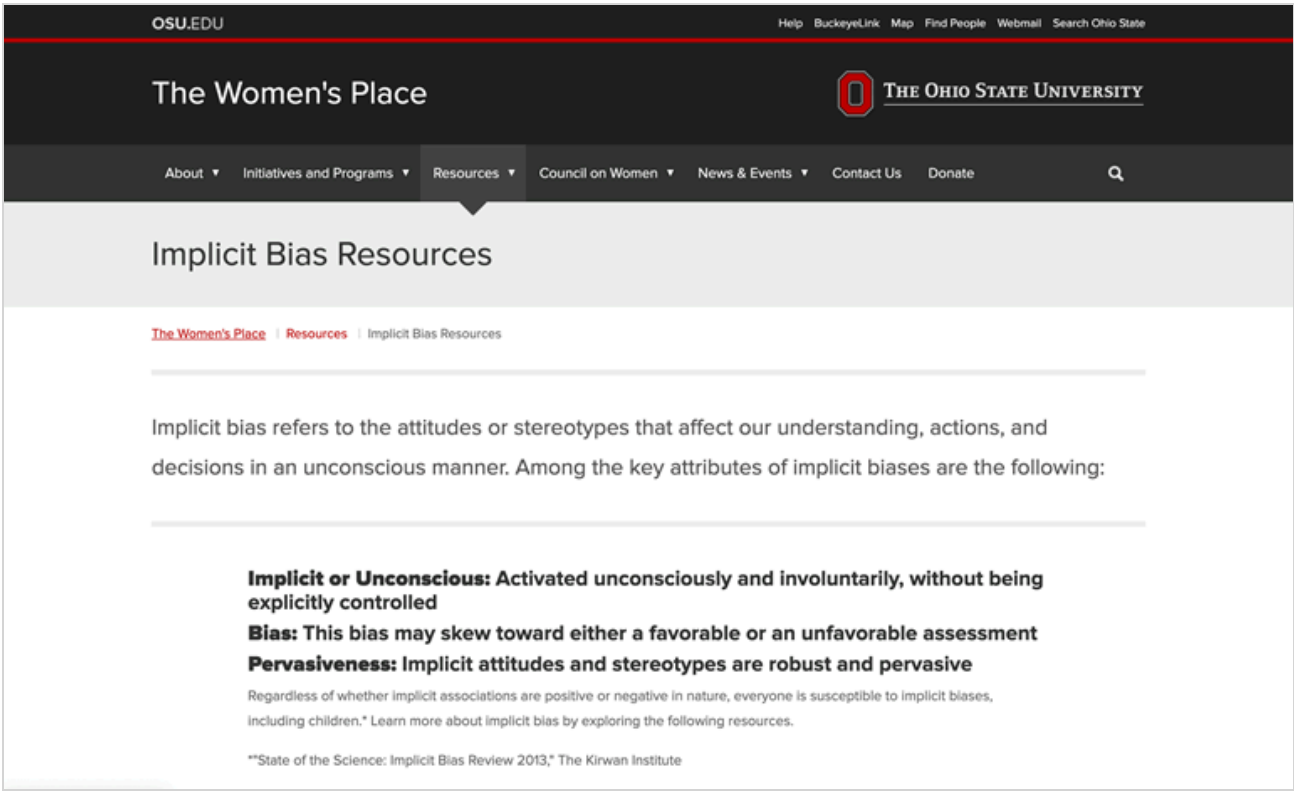


Understanding Implicit Bias

Indicates Implicit Bias as a priority area of research. The first link gives an overview of Implicit Bias from the Kirwan Institute.

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A Framework for Understanding Whiteness in Mathematics Education

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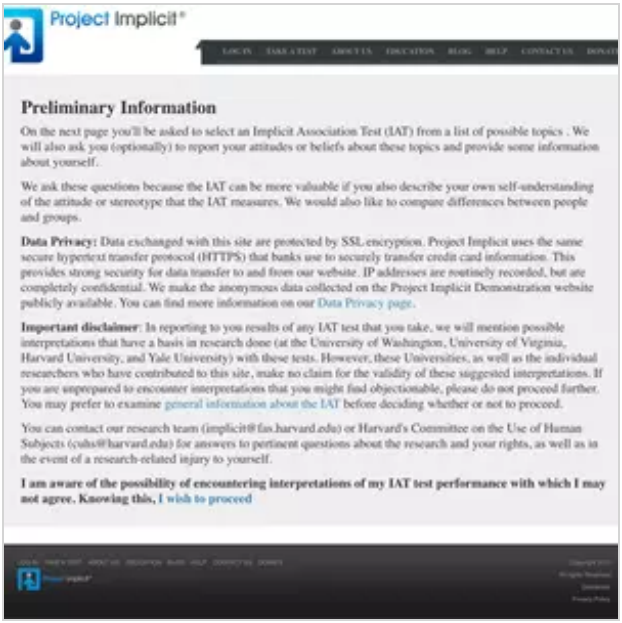
In this article, the authors provide a framework for understanding whiteness in mathematics education. While whiteness is receiving more attention in the broader education literature, only a handful of scholars address whiteness in mathematics education in any form. This lack of attention to whiteness leaves it invisible and neutral in documenting mathematics as a racialized space. Naming White institutional spaces, as well as the mechanisms that oppress students, can provide those who work in the field of mathematics education with specific ideas about combatting these racist structures. The framework developed and presented here illustrates three dimensions of White institutional space—institutional, labor, and identity—that are intended to support mathematics educators in two ways: (a) systematically documenting how whiteness subjugates historically marginalized students of color and their agency in resisting this oppression, and (b) making visible the ways in which whiteness impacts White students to reproduce racial privilege.

KEYWORDS: mathematics education, race, racism, whiteness, White supremacy

Whiteness is a widespread ideology in society (see, e.g., Leonardo, 2004; Lewis, 2004). While the effects of whiteness are receiving more attention in the broader education literature, mathematics educators have generally been immune to researching its impact on students (Battey, 2013a). Only a handful of scholars address whiteness in mathematics education in any form (see, e.g., Battey, 2013a;

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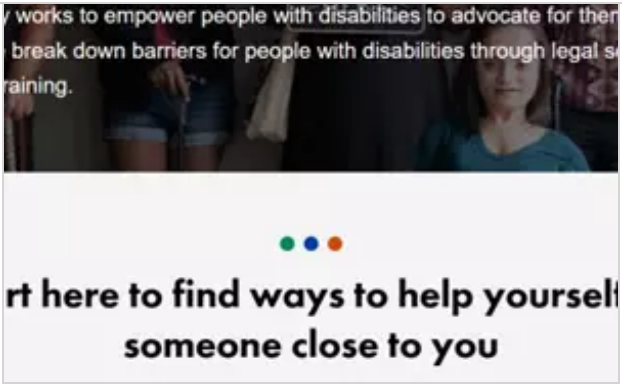
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01 June 2025



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