

Addressing Equity and Diversity Issues Around Expansion, Displacement, & Growth in Mathematics Education

PMENA 2019 Working Group: Session 1

Welcome

Norms for discussion

Listen carefully & deeply

Speak from personal experience

Share time & space

Be aware of intent & impact

Honor confidences

Don't freeze each other in time

Challenge oppressive remarks and behaviors without shaming, blaming, or attacking

Practice “both/and” thinking

Expect/accept discomfort and unfinished business

Expect JOY.

(Allies for Change, 2012)

Welcome
Heal
Connect
Advance

Time to
Connect

Welcome
Heal
Connect
Advance

3 People. Which Word(s)? Missing Word(s)?

Advance

Give/Receive
to
Advance

Activity

What are some examples, movements, policies, or directions that have occurred in mathematics education that some may have intended as expansion, displacement, or growth that have actually served to privilege some and marginalize others?

Guiding Questions

Guiding Questions Bridge to Session 2

PME-NA Equity Position Statement

Addressing Equity and Diversity Issues Around Expansion, Displacement, & Growth in Mathematics Education

PMENA 2019 Working Group: Session 2

Welcome

Welcome
Heal
Connect
Advance

Welcome
Heal
Connect
Advance

Where are we now? Other words?

Heal
Connect
Advance
Expansion
Transformation

Forgiveness
Learning
Explore
Reflect
Absorb
Action

Review Themes/Guiding Questions

What additional definitions or examples of displacement, expansion, or growth in mathematics education that have privileged some and marginalized others?

Remediation in memorization	Rural access to technology	Developmental math (college math) and the role of holistic learning
Algebra for all, "gate keeper"	Equity as a movement being co-opted	Federal versus state versus local policy
Intentions of standardized testing	Ethic and values	Social capital
"Meet students where they are"	Policy impact on families and community	Tracking à Pressure felt by family
Online personal learning, unintended consequences	Discourse	The brain fostering adaptability
Marginalized people get less	Effectiveness of self	Disabilities studies
Inflexible nature of learning	Standards in shaping multiple forms of identity	"pacing" being equitable
Inequity around Policy	Mathematics process versus skills	Language, equitable teachers
Displacement Tracking	Math {non-numbers}	Tracking {ability grouping} ranking students
Intro to College Algebra, Student and Teacher attitude about the course	Language as a pretext to Race	ElmPSTs and tensions with ability grouping due to literacy education
Access to Technology	What pedagogy for what people and context	Discourse, privileged aspects of
	College Credit in High School	

- Remediation in memorization / inequity / banking education
- Algebra for all, “gate keeper” / Access / tracking / displacement
- Intentions of standardized testing / competition “ranking system” / neoliberalism
- “Meet students where they are” / equity & access / Economic power / neoliberalism
- Online personal learning, unintended consequences / inequity / anti-dialectic
- Marginalized people get less / inequity
- Inflexible nature of learning / dehumanization / banking
- Inequity around Policy
- Displacement Tracking
- Intro to College Algebra, Student and Teacher attitude about the course / Pedagogy (Critical Pedagogy)
- Access to Technology / inequity
- Rural access to technology / inequality
- Disabilities studies / Learner Identity
- “pacing” being equitable / displacement / inequity –prescriptive education
- Language, equitable teachers / multilingualism
- Tracking {ability grouping} ranking students / neoliberalism
- EImPSTs and tensions with ability grouping due to literacy education / Critical Pedagogy (culture) / tradition
- Discourse, privileged aspects of identity and acts of silence / banking education
- Participation “matters” – Power / Agency
- Does anything not displace – Identity / Agency
- Mathematics process versus skills – Learning / pedagogy
- Math {non-numbers} / literacy
- Language as a pretext to Race – segregation / Discrimination
- What pedagogy for what people and context / power / policy
- Developmental math (college math) and the role of holistic learning / critical pedagogy / holistic
- College Credit in High School / tracking
- Federal versus state versus local policy / policy
- Social capital
- Tracking → Pressure felt by family / community displacement

Tracking: Displacement Middle School to High School / High School to College & math as gate keeper

Inequity: Funding, quality teachers (teacher retention), Policy: School Impact, Community Impact, Standardization and Pacing

Inequality: Social Capital

Pedagogy: Banking Education, Dehumanization, Prescriptive education, Discourse, Power and Participation

Competition and individualism “ranking systems”

Technology

Values: College Mathematics empowering students and teachers

Values: Holistic Learning, Ethics and values systems

Elementary PST: tensions from literacy in/for grouping and other tensions

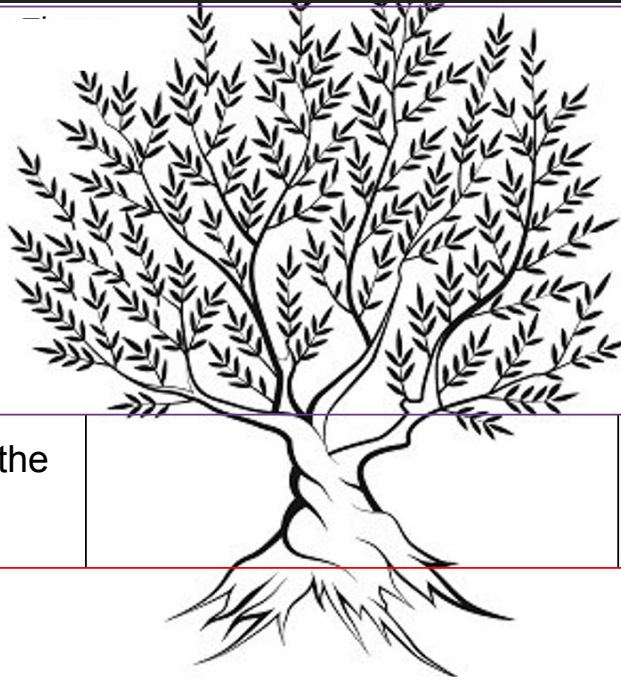
Identity: Multilingualism, empowerment, agency

Rural Education

Disabilities Studies

Problem Trees

2) Branches are some of the symptoms found in math ed.



1) You **Theme** is the trunk of the tree.

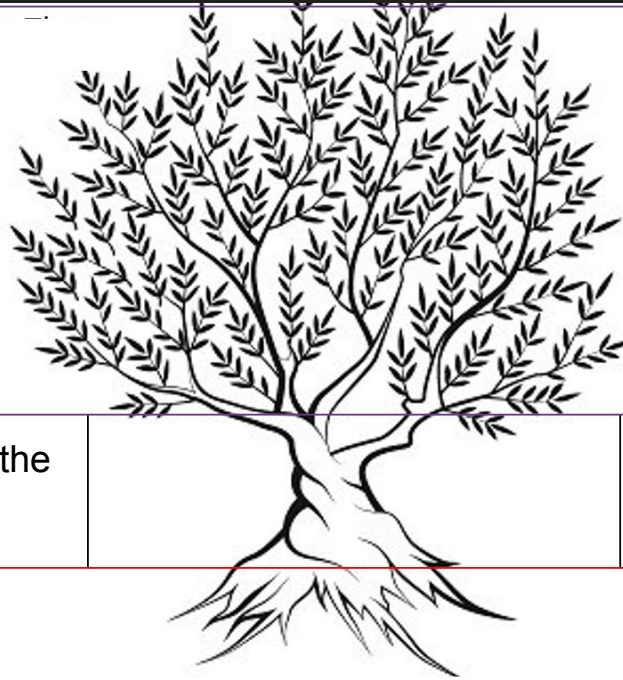
4) Research/Action Statement

3) The Roots represent the root cause of the symptoms

Problem Trees

2) Branches are some of the **symptoms** found in math ed.

2.5) A leaf can be drawn to represent research that we know is looking at some of the symptoms.



1) You **Theme** is the trunk of the tree.

4) Research/Action Statement
4.5) Who are key stakeholders

3) The roots represent the **root cause** of the symptoms

3.5) Below the roots you can share some resources that you may know that may address some of the root causes.

Who do we want to upset/inform
Formation of Collective

Next Steps

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Next Steps?