

Breakout Sessions:2018.02.23.1045

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**Speaker's Name:**

Moderators:

- Aditya Adiredja, University of Arizona
- Julia Aguirre, University of Washington - Tacoma

**Talk Title:**

Breakout Sessions: Action Plan brainstorming

<b>Date:</b>	02/23/2018	<b>Time:</b>	10:45 - 11:45	am
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**Materials:**

- Detailed notes from note taker (pdf)

**List 6-12 key words for the talk:**

Equity, Challenge, Discussion, Gatekeeper, Gateway, Rehumanizing mathematics education, Action

**Please summarize the lecture in 5 or fewer sentences:**

We are thinking about how to challenge the system we are part of, assuming that the math education system that we are part of is currently inequitable. What are the values and aspects of mathematics as an institution that serve as a gatekeeper?

This group discussion will share these thoughts and stories to document our values, our supports, and our obstacles to find commonalities across stories and experiences.

## Discussion Activity

Plan: The talks we have heard so far has challenged us to think about actions we can take.

Quick Pole/ Room Distribution:

- Working with undergraduate and graduate students - stay in the room
- Working in K-12 settings (including teacher educators) - go to the boardroom.

Now - You have 5 minutes to write down your own thoughts about what you've heard so far today - 5 minutes of quiet individual work.

Reminder of the the expectations for group discussion

Introduction to the Discussion Questions:

1. How might you think about ways that you might be contributing to the inequities in the mathematics education system at all levels?
2. How can you begin to challenge such inequities? What might be some challenges in doing so?
3. What are some of the points that have been covered in the plenaries and panels so far that might help you think about your role in contributing any/or challenging inequities in mathematics education.

- You have 2 minutes to reflect on this individually.

We have had three acts to this workshop - we are at Act 3 and we want you to leave with concrete actions.

- Get into Groups of 2 or 3: Now use the 2 minutes to each share uninterrupted.
- Now have a 5 minute discussion in your group.
- Check in with the others in your group - are you able to share stories? As we move into the whole group discussion then we want to be respectful of other people's stories.
- Gather in groups that are "similar" schools

Whole Group discussion

Grad student - we had a visiting professor discuss that he had done research on a topologist teaching, looking at the grading comments for one exam. He noticed, when it was correct he wrote: This proof is good. When it was wrong he wrote, Your proof needs to be improved in. When the stuff is wrong it was you. That is small thing that you can do. It is something that I can improve myself.

Part of our discussion was on structural issues. A big action item, was building with like minded colleagues, coming to dope conferences like this, and <https://zinnedproject.org/> which has resources and announces conferences to go to.

We have at HSI (70%), we are awash in data. Surveys on surveys. Because there is so much of it you can't see it. There is stuff in here about ethnicity/gender/race pass my classes. I didn't see it because there is too much there. Need to pull that out for each individual instructor - aggregate for all sessions of course and then look for your course. If we highlight rather than drowning.

Adi - Each institution has different offices to help you look at the data. Look for it and they could help you do analysis for how your students are performing.

Caution: When you talk with your data people sit with them and talk about how you are going use it. They will look differently based on your interest vs how you would use/look at it.

The idea of sharing data could look at very differently. Dagan shared that used as a weapon when looking at women and students of color to show that the admissions committee is admitting inferior students.

Graduate student - a lot of people from research universities are graduate students. How do we reach the faculty? Dave Kung gave a colloquium. Host more speakers

Reaction: As an organizer we missed an opportunity - it is a pedestal to a place where people didn't feel comfortable in their original cultures. Here people feel safe in their mathematical community and we're here asking them to share that. We forgot to do anything direct to invite them into our conference - they are just on the other side of the door. The organizers could do more to invite them into these conversations.

I have worked at this institution in different contexts for ten years and this conference is the first time i've seen so much diversity in the plenary speakers at the institution and it has changes what this institution could be for me. I would like to see this be the start of a back and forth to see those changes. Thank you for bringing that up.

Assistant professor - started social justice teaching issues at university. Include explicit conversations about race. Participated in black lives matters in schools. Facilitated conversations about race with whole faculty of school of ed. I've been doing this and they've been telling me I should be writing. The tension of what I care about and what I need to get tenure.

As a graduate student it is easy to be defeatist and feeling like I can't change anything. it's easy to be complicit in the system. I have great ideas, I started a math ed seminar in the math department. It didn't work out well because a lot of people are busy. But a lot of graduate students did show up. After this conference I'm going to talk about these things.

I appreciate what you're saying. I really feel very strongly that the current generation of students gets it way more then we did (I graduated 15 years ago) and I am very encouraged to see that. I'm much more comfortable identifying as a research mathematician and I'm someone who has an interest in education and inequity. One thing we were talking about is the fear about doing that. I'm not an expert in and I'm learning. I'm used to being the expert and it's scary to learn how to talk and use language I don't know how to use. It's really scare. I put some stuff out there and it took me a year to write them.

Audre Lorde - Transformation of Silence into Language into Action  
(<https://www.csusm.edu/sjs/documents/silenceintoaction.pdf>) - I'm going to have say it even if it's really scary. You say it a few times and then you get better at it. I'm trying.

A collective of us in Southern California who are interested in these issues have started to build community. We started really simple, invite people who are interested on Saturday, serve food, share what we're doing and what we're dreaming. Built into a conference. Been a really nice way to do for building community and support.

Thank you so much for your thoughts. We're going to keep talking about this during the afternoon. Let's eat and finish the day strong!