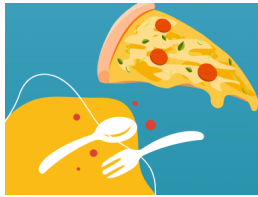




RUTGERS

Graduate School of Education



Learning Sciences Lunch & Learn



Connect with colleagues during this in-person presentation at the GSE (Room 124).

Pizza will be provided! Can't attend in person? Join us remotely via Zoom

Undergraduate math education is highly inequitable. One potential strategy to improve the unfair experiences and outcomes of historically marginalized groups in mathematics is to use culturally sustaining practices (CSP), which relate math content to students' culture and everyday lives. However, there is limited work exploring the applicability of culturally sustaining practices, among other equitable practices, in the undergraduate mathematics setting. Since most existing scholarship on CSP has been in the K-12 context, it is unclear the extent to which the same strategies work in university classrooms. In this talk I review interview data from seven mathematics doctoral students that start to implementing culturally sustaining practices in undergraduate math classrooms. I'll discuss two themes that emerged: (1) in some instances, participants perceived institutional obligations to directly conflict with a desire to enact CSP practices and (2) participants expressed that a lack of knowledge of how to properly implement some CSP recommendations impeded their ability to practice them. This work underscores the importance of attending to the role of institutional constraints on mathematics teaching.

Megumi Asada (they/them) is a 3rd year PhD candidate at the Rutgers University Graduate School of Education. Their research interests include abolitionist and emancipatory possibilities in advanced undergraduate math courses and opportunities to tie advanced mathematics to the development of students' political consciousness. Prior to Rutgers, Megumi taught algebra in a high school in the Bronx, NY through an education nonprofit. Megumi holds a Masters of Philosophy in Criminology from the University of Cambridge and a B.A. in Mathematics with honors from Williams College.

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