



Colloquium Series



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Supporting Equity Through Coordination in Calculus: Balancing Fairness with Justice

Abstract: Coordination has been identified as one of the key features of successful introductory mathematics programs (Rasmussen et al., 2014), as it can provide structures to support a more uniform student experience within these courses. However, supporting a uniform experience through shared assessments, instructional approaches, grading systems, and curriculum does not undo the differences in students' backgrounds with mathematics, affect and identities (both social and mathematical), and supports outside of the classroom. Thus, it is important to examine how the fairness that is sought through coordination can also support the justice that is needed as we work towards equity within introductory mathematics courses (Hagman, 2019). In this talk, I will introduce a number of framings (critical versus dominant perspectives on equity, a discussion of the systems at play, and asset orientation) to support an interactive discussion about how coordination can support equity within the introductory math program at Cal Poly, Pomona.

Keywords: Introductory mathematics, coordination, and equity.

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