



Colloquium Series



Unpacking Signaling Messages and Methods Through Teacher Practice in the Context of Critical Moments

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Abstract: Smartness is a construct that has historical and present implications in mathematics. What it means to be smart and who is smart has often been described in very narrow, European-centric, and male dominated ways. Messages about smartness are communicated at the macro, meso, and micro-level. In this talk I focus on the micro-level as I briefly describe how Black fifth grade learners during a summer mathematics program conceptualize smartness in both traditional and non-traditional ways. Relatedly I leverage critical moments, that is moments that students mention during classroom instruction that communicated or signaled smartness. It is in the moments that I unpack the messages that a teacher communicates and the method in which those messages are communicated. Implications of this work highlights the ways in which through the practice of teaching we can disrupt normalized patterns of practice, whiteness, with practice that opens up what it means to be smart and who is smart in ways that are both authentic to the discipline and to the identities of students.

Keywords: Smart, Teacher practice, Messages, Black learners, Critical moments.

Wednesday, March 23, 1:05 – 1:50 pm

For more info visit the [department website for the colloquium](#)