Special Colloquium

"I've gotten over being stuck not knowing": The Classroom Experiences and Mathematical Identities of Latinx Students in Developmental Mathematics

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Abstract:

Students' mathematical identities are often influenced by experiences in the classroom, which in turn mediate mathematical engagement and learning as well as important academic decisions (e.g., major, persistence). This study examines the classroom instructional experiences of Latinx students enrolled in developmental mathematics at a community college and how these experiences shape their views as mathematics doers. Through a sociocultural perspective, I use the instructional triangle to describe the figured world of an Intermediate Algebra classroom and discuss the counter-stories of two Latinx women enrolled in the course.

Keywords: Student Experience, Mathematics Identity, Developmental Mathematics, Community College

Thursday, Feb. 1, 12:05 - 12:50pm in 3-1616