

MATHEMATICS EDUCATION STUDENT ASSOCIATION Colloquium Announcement



Examining modes of discourse in
mathematics education:
From positioning & storylines toward
struggling to transgress whiteness in
collaborations

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Monday, January 22nd 3:00-4:00pm
Aderhold Room 229 (Research Lab)

In this talk, I first situate my current work with respect to my ongoing research related to discourse practices that occur in mathematics classrooms and in collaborations between university mathematics teacher educators/researchers (MTERs) and mathematics teacher researchers (MTRs) in order to understand issues of authority, voice, and positioning. I will then focus on our current NSF grant work, titled Access, Agency, and Allies in Mathematical Systems, which explores the development of an "equitable mathematics system" or intersecting levels of mathematics education that function synergistically to support the fair distribution of opportunities to learn (Hand, Penuel, & Guiterrez, 2012). In particular, we are focusing on student's, MTR's and MTER's opportunities to learn in relationship to access, agency, and allywork in this project. Because we are interested in MTER's opportunities to learn, we recently critically examined how white MTERs participated in the perpetuation of mathematics education as a "white institutional space" (following Martin (2008)). As Leonardo (2004) argues, whiteness saturates everyday school life (and project work); one of the first steps of articulating its features is coming to terms with its specific modes of discourse. The analysis examines mechanisms through which the white MTERs, working with a racially diverse team designing professional development, instantiated an institutional space of whiteness. What makes this an interesting case is the fact that all of the MTERs had the expressed goal of trying to interrupt sociopolitical injustice in mathematics education. Despite these goals, white institutional space was instantiated and sustained. In order to transgress existing boundaries, MTERs must understand whether and how whiteness is operating and engage in explicit work to disrupt its function. I conclude the talk by sharing examples of explicit work we are doing to try to disrupt whiteness in our project collaborations.

Join Dr. Herbel-Eisenmann afterwards to discuss your thoughts in Aderhold 110D (4:15-5:00pm)
Meet and Greet with Graduate Students for Lunch on January 22

Please email mesacolloquium@uga.edu if you would like to go to the Meet and Greet