Making the Path by Walking It

Carnegie Math Pathways-Inspired Video Cases for College Mathematics Instructor Professional Growth

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Pathways

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Chat Blast 1

Type but do not press enter (yet):

A slash / for every year you have taught mathematics to college students

For example, I have typed:

////////////////////// [but am WAITING to hit return!]

Chat Blast 2

Type but do not press enter (yet):

A backslash \ for every year you have worked with instructors of college mathematics (e.g., development, research, evaluation)

For example, I have typed:
\\\\\\\\\\ [but am WAITING to hit return!]

Project Goals

Develop and pilot equity-centered professional learning activities

- rooted in real college math video vignettes
- scaffolded for challenging conversations about equity
- useful for instructors and institutional leaders

Video Case Activities

Pre-view

View

Discuss

Reflect

Extend

Framework

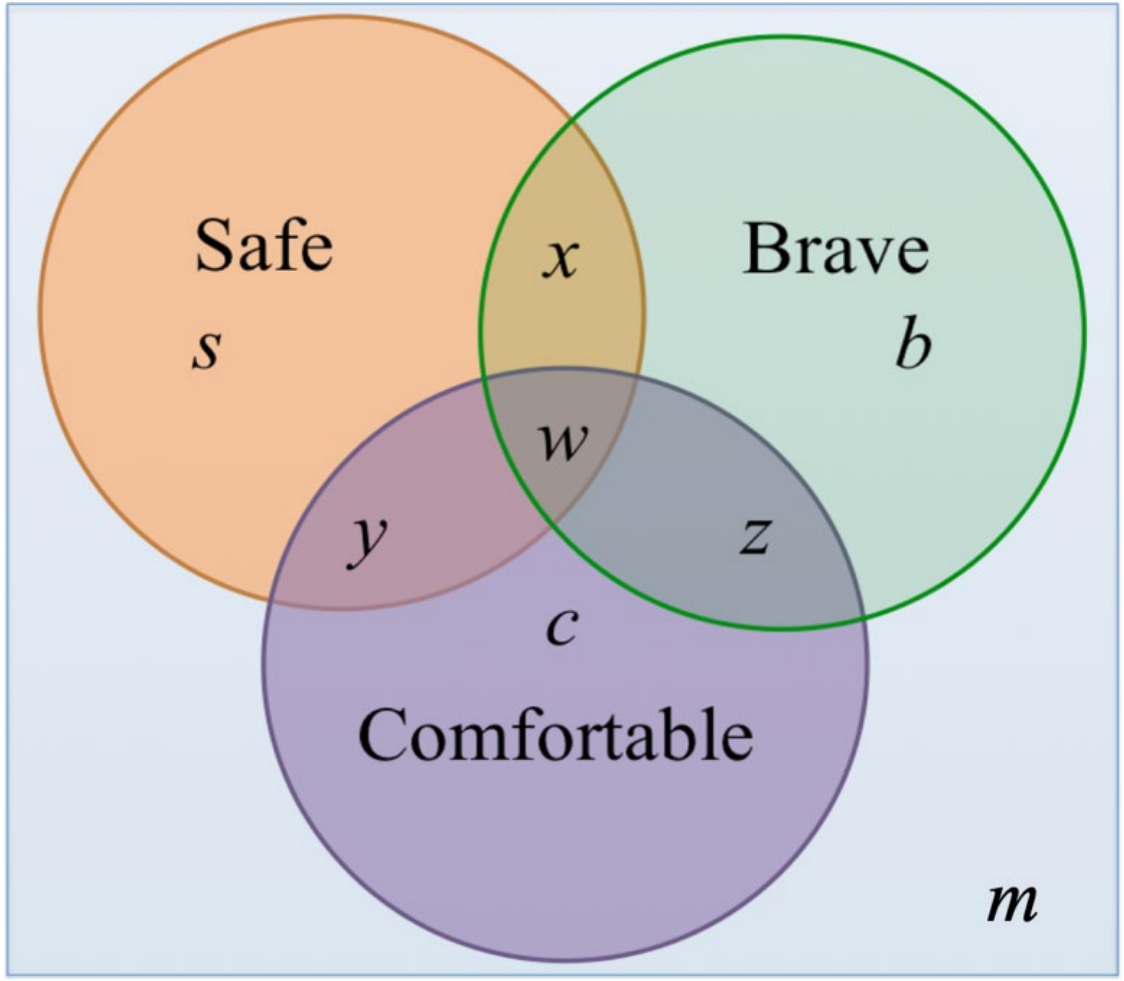
- Decenter the instructor / administrator
- Scaffold challenging conversations
- Practice with acknowledgement, action, accountability

Case Discussion Tools

- Four agreements for challenging conversations*
  (1) stay engaged (2) expect to experience discomfort,
  (3) speak your truth (4) expect and accept a lack of closure.
- Personal self-awareness tool:
  Safe—Comfortable—Brave Venn diagram.

*Singleton, G. E., & Linton, C. (2006). *A field guide for achieving equity in schools: Courageous conversations about race*. Thousand Oaks, CA: Corwin.

Venn tool



U = Personal experience of a conversation

Cases

- First impressions last
- Whose math is it?
- Making the grade

First impressions last

Learning goal: Notice and build awareness of instructional intentions and related learner perceptions on the first day of class.

Driving questions are from the student point of view:

- How will my/our thinking be included in classroom activity?
- How will instruction respond to my/our ideas and help people think more deeply?

Technique: Alternate lens

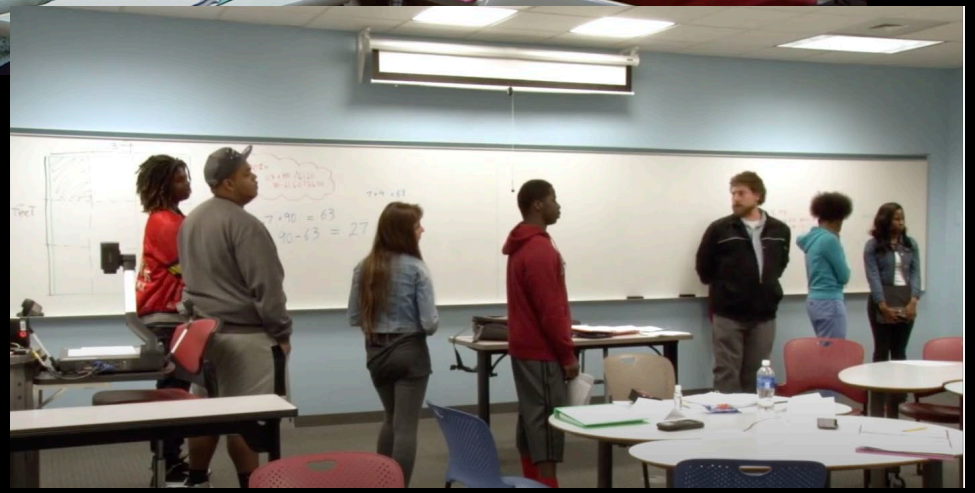
- What does each introduction *explicitly* tell students about the instructor? What does each *implicitly* convey? Point to evidence in the video.
- How do different activities signal what the instructor's expectations are?

Case: Whose math is it?

- Learning goal: Notice and build awareness of access and expectations.
- Driving questions are from the student point of view:
  - How do I/we get to participate in math learning in meaningful ways?
  - Can I hide or be ignored? In what ways am I kept engaged?

Technique: Deconstruct

- Audio only
- Video only
- Combined



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Case: Making the grade

- Learning goal: Notice and build awareness of inequities related to assessment, grades, and grading.
- Driving questions are from the instructor-learner point of view:
  - What are the purposes of assessments in my instruction? Why?
  - Why are there grades on my/our assignments?…in my/our courses?

Technique: Make strange

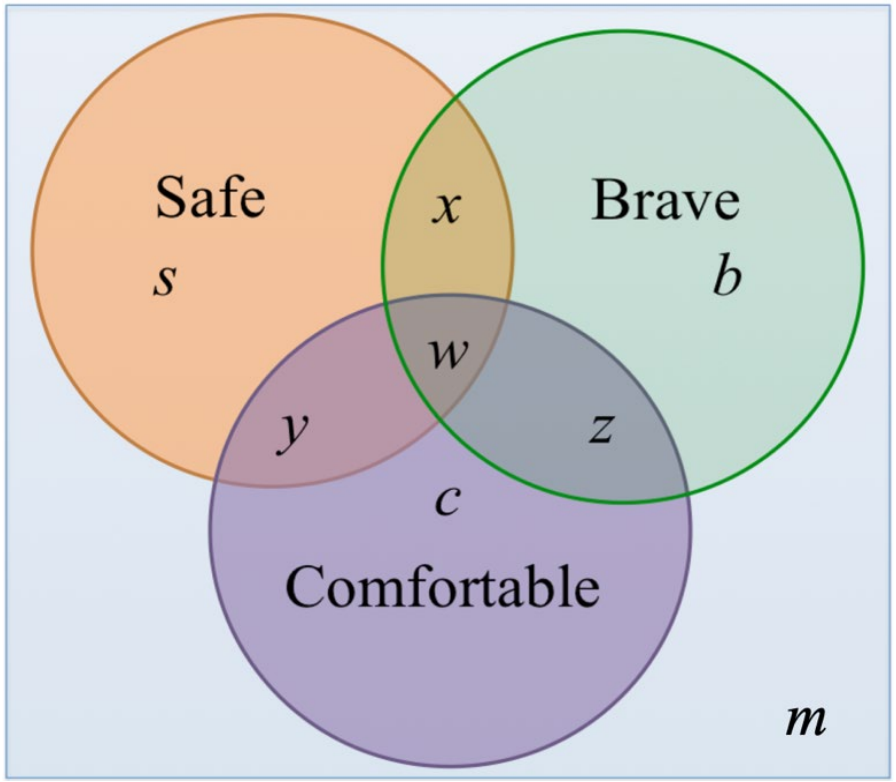
- Identify commonality / assumptions
- Ask: Why is that a good thing?

Pre-View

If two people get the same grade in your class, what does that mean is the same about them?

On Decentering

Now I know what region m is. When I reflect on what I just heard all those people say and on my own past actions, I am uncomfortable, feeling risk, and not feeling brave. It was hard to decenter, listen to their truth, and recognize the urge to be me-centered, to judge and pigeon hole it away from me.



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Discuss

1. When Nathan says, “I have 3% built into my syllabus for anybody who's there every day. … It's built into the syllabus in a way that everybody knows it from the first day of class” he is arguing for treating all students equally. In what ways might his policy be unfair?
2. Should a student who tries harder to learn the material get a higher grade than someone who does not try as hard? Why or why not?

Reflect & Plan

One goal of assessment is to learn about what students know and can communicate in/with/through mathematics.

- How do your assessment practices support both the growth of mathematical knowledge and communication about that knowledge?

Monitor Progress

Equity audit

Examine assignments from the past month and planned for next week.

What do students report are the purpose and significance of related grades (e.g., through a 1-item open-ended poll)?

What are three possible responses from you? What additional messages does each response send? Select one. Revise and use it.

Repeat.

What do users get from cases?

- Practice noticing and building awareness
- Meta-cognitive rehearsal
- Agency

Q&A

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