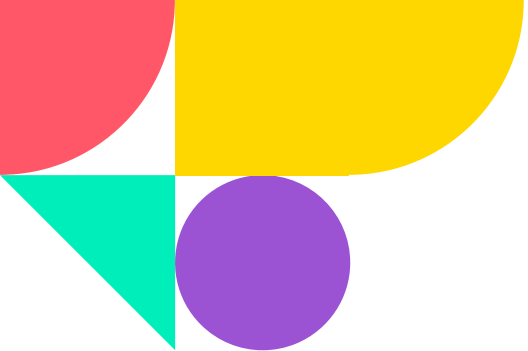


Rehumanizing Mathematics for Students: Now and Post-Pandemic

Naomi A. Jessup, PhD
Georgia State University, Atlanta, GA

 @mathedmatters Naomi Jessup, 2020 #NCTM100





01

**Nature of
Schooling**

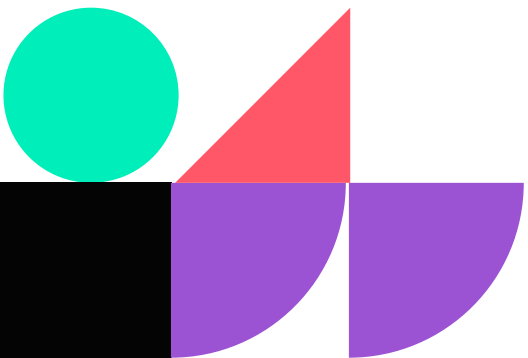
02

**Considering the
Context**

03

**Strategies for
Students**

OUR JOURNEY



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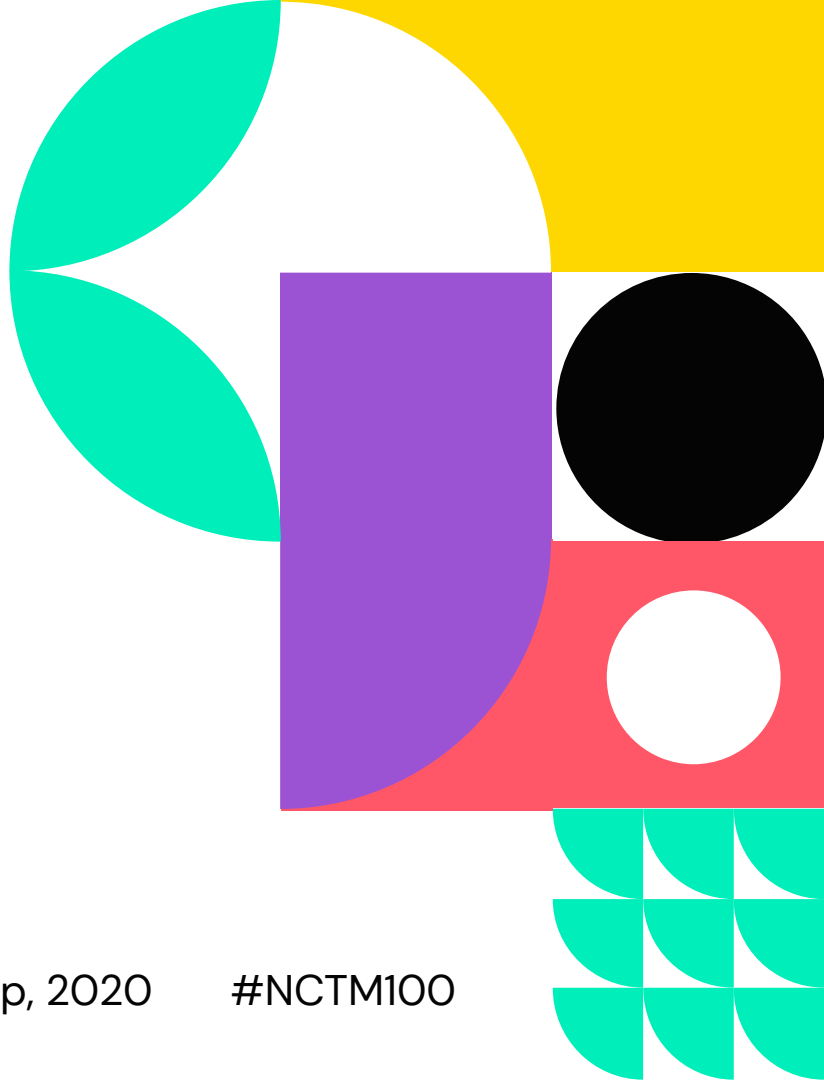
Nature of Schooling

In what ways do aspects of schooling provide space for inequitable practices?



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Nature of Schooling: Are we causing harm? Can students be themselves?

Rehumanizing Perspective (Gutiérrez, 2018)

Schooling creates structures, policies, procedures, and practices that can be experienced as dehumanizing.

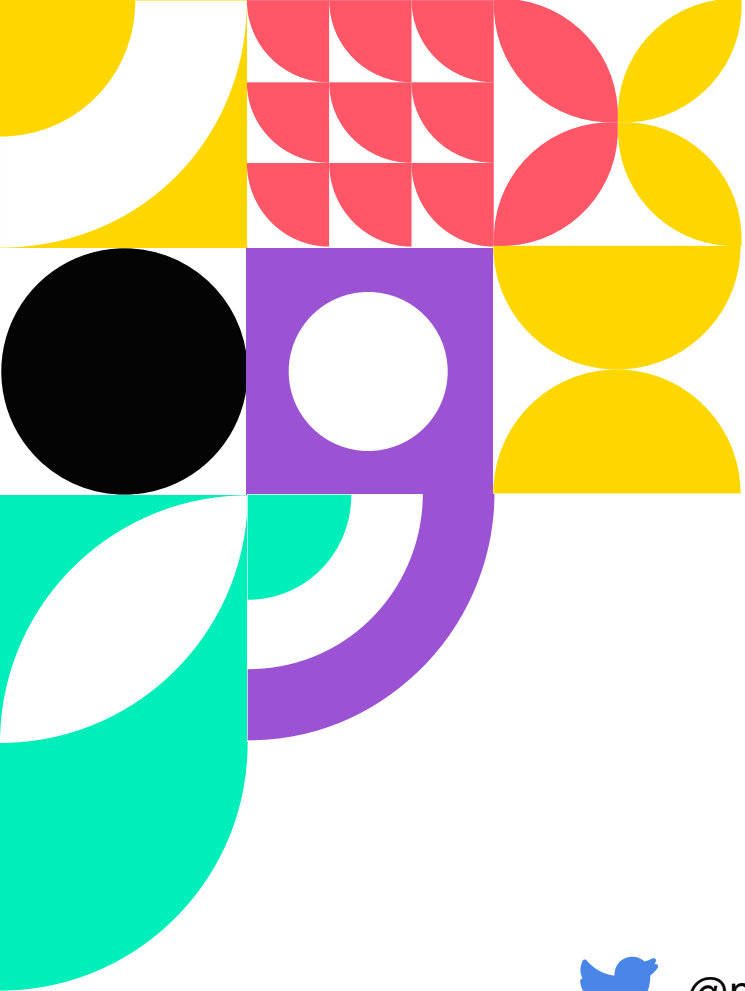
- How can we develop practices and measures that feel humane, build on students strengths, particularly for historically oppressed communities? (e.g, schedules, norms, participation, engagement, grading)
- How can we interrogate who has power, privilege, and status in our remote learning spaces?



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Considering the Context

As teachers and students navigate remote teaching and learning under the pandemic, let's consider our overlapping contexts.



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"Not until we seek to stand in the shoes of our students, to understand their conceptions, will we be on the path toward recognizing and embracing their humanity."

— Dr. Rochelle Gutiérrez (2018)



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What did we experience as educators?

01

Constant change in messaging & expectations
(lack of stability)

02

Feeling caught in the middle
(lack of power)

03

Not having a seat at the “table” that is being designed for us to use
(lack of agency)

04

Feeling isolated
(lack of community)

What else did we experience moving to remote teaching? What about our students?



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What do our **Students** need from Us?

Mattering

Full-humanity recognized with dignity

@BLoveSoulPower

Asset-based lens as default

When planning, addressing students, what lens do I use?

Flexibility

Be open to changes in our expectations for participation, grading, assessing, and showing mathematical thinking.

Space

Be confused, make mistakes, be heard, speak, listen and represent what makes sense to them. *Olga Torres RoTL*

Community

Provide chances to engage with one another and moments to reflect on their experiences.



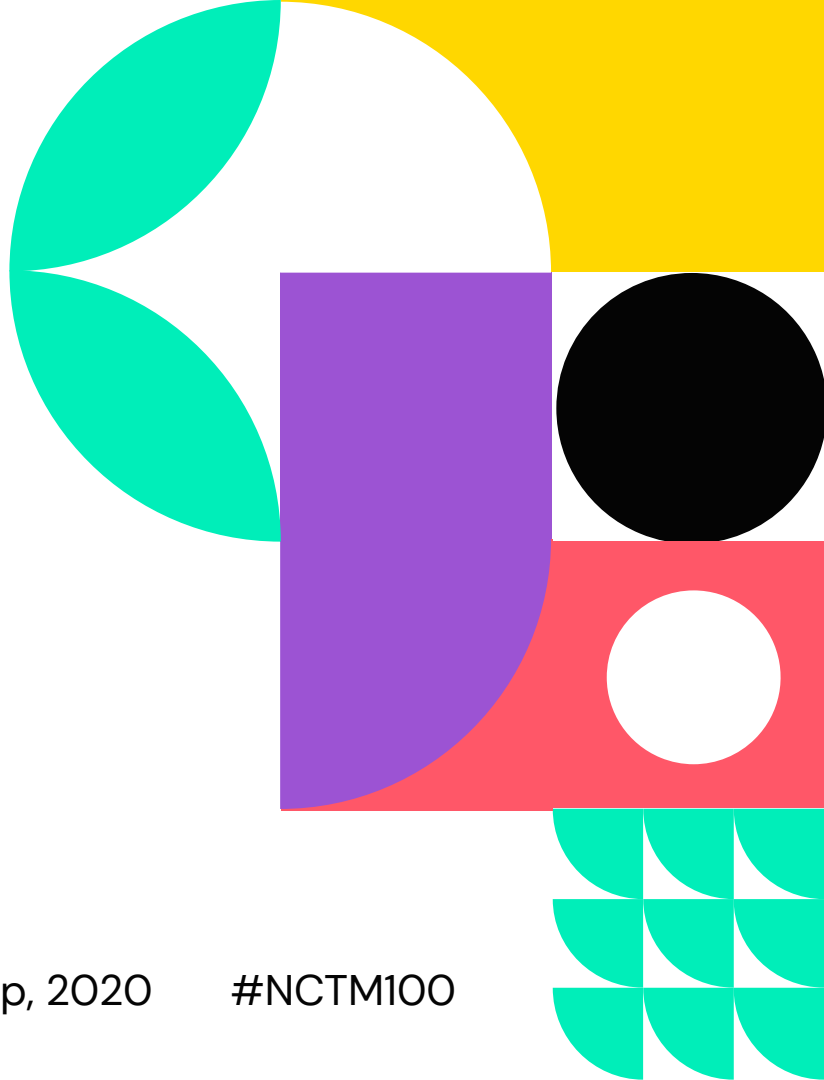
Strategies for Students

How can we interrogate our
classroom practices so that
we seek the humanity of our
students?



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Rehumanizing Classroom Practices

	Question to consider	Example (Jessup, Wolfe, & Kalinec-Craig, in press)
Classroom Norms	Are my classroom norms trying to control for things out of my control?	Co-create norms based ways to engage in a safe learning environment
Participation	Are my participation practices policing student bodies?	Provide students flexibility in how they participate
Interaction & Collaboration	Are my preferred ways for student interaction limited?	Allow multiple modalities for engaging in class
Technology Integration	What assumptions are made regarding the tools used in our classes?	Determine accessibility of digital devices to develop instructional plans





Resources

National Council of Teachers of Mathematics (NCTM)

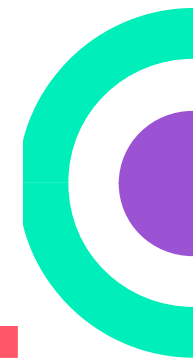

- Humanizing Online Mathematics Teaching (July 9th session)
- NCTM & NCSM Moving Forward
- Rehumanizing Mathematics for Black, Indigenous, and Latinx Students

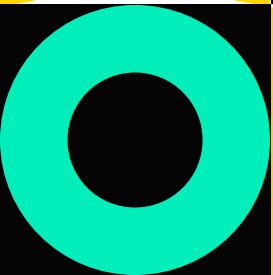
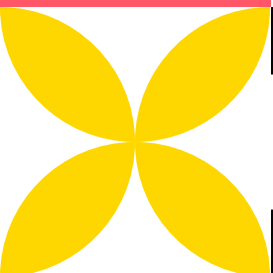
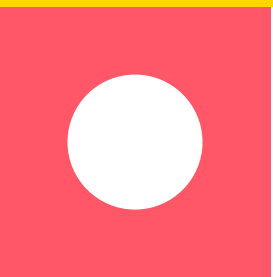
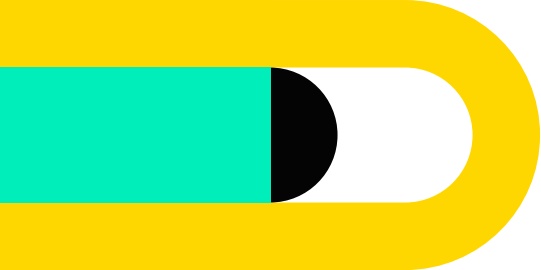
TODOS: Mathematics for All

- Centering Our Humanity: Addressing Social and Emotional Needs
- Students and Family-Centered Mathematics Assessment
- Subversive Teaching to Rehumanize Mathematics (August 11th)
- Rehumanizing Schools: Rights of the Learner (August 12th)



Twitter Community

- Dena Simmons (@DenaSimmons) Social Emotional Learning
 - Howie Hua (@howie_hua) 3 Promises Video
- 
- 



**Thank
You!**