

00:21:37 David Barnes (he/him): Hello from Lansdowne, VA  
00:22:14 Trena Wilkerson: Dave--It does not let me choose everyone  
this time?  
00:22:37 Natalie Odom Pough: Greetings from Powder Springs, GA!  
00:22:39 Carol Matsumoto: Hi from Winnipeg  
00:22:41 Kristina Barnaby: Hi this is Kristina from Fairfield, CT  
00:22:41 Olubukola Leonard: Hello from Madison, WI  
00:22:41 Sheila Kirton-Robbins: Hello from Nashville, NC  
00:22:42 Divya Shannon: Hi from Austin, Texas  
00:22:43 Caitlin McPherson: Hello from Yarmouth, MA ☺  
00:22:47 Trina Ford: Hello from Denver, Colorado  
00:22:48 Nicole Sherrick: Hello from Milford, CT!  
00:22:49 Lucinda Muther: thank you. I thought it was me. Greetings from  
Concord, NH  
00:22:49 Michael Patterson: Mike from Las Vegas  
00:22:50 Rosalynn Mohr: Hello from Charlotte, NC  
00:22:52 Jinqing Liu: Hello from Portland, OR  
00:22:54 Ariana Dickie: Providence, Rhode Island  
00:22:55 Maria Eloisa (Lisa) Nuguid: hello from Indiana!  
00:22:58 Kristin Lesseig: hello from Vancouver WA  
00:23:03 Sherrell Williams: Hello from Maryland  
00:23:07 Esther Winikoff: Hello from Pittsburgh, PA!  
00:23:08 Eric Usher: Greetings from Tokyo  
00:23:10 Mark Svendsen: Hello from Lawrence, Massachusetts  
00:23:12 Sookyung Lim: Hi from New Jersey  
00:23:13 Kelly Bulp: Hello all, also from Maryland :)  
00:23:14 marwa elahwal: hello form Egypt EG  
00:23:22 Eric Usher: Greetings from Tokyo  
00:23:32 Trena Wilkerson: Hello from Waco, TX!  
00:23:39 Awal Hidayat: Greetings from Jakarta, ID!  
00:23:43 Sharon Laahs: Hi from Scottsdale, AZ!  
00:23:46 Ken Krehbiel: Hell everyone, from Washington, D.C.  
00:24:00 Carol Matsumoto: Hi Dave I haven't seen you for a while.  
00:24:18 Carol Matsumoto: Hi Trena! Hi Ken!  
00:24:42 Trena Wilkerson: HI Carol!  
00:24:42 Sookyung Lim: Hi from New Jersey!  
00:24:52 Lucinda Muther: Hello from Concord, NH  
00:25:04 Kara Benson: Hello from Zionsville, IN.  
00:25:33 Weverton Ataide Pinheiro: Hi from Lubbock, TX  
00:25:42 Jennifer Jones: Hello from NJ #scarletpride :)  
00:28:57 Mohamed Jamaludeen Thirapusa Mohaideen: Greetings from Mohamed T  
00:29:16 Kelly MacArthur: Greetings from (very hot) Tucson, AZ!  
00:32:08 Jennifer Jones: 🙋  
00:32:37 David Barnes (he/him): Hi Carol!  
00:34:08 Daniel Irving: Hello from North Providence, RI! (Forgot to type.)  
00:34:31 Carol Matsumoto: Hi Daniel!  
00:35:39 Daniel Irving: Hi Carol & Trena!  
00:37:02 Trena Wilkerson: Hi Daniel!  
00:37:46 Eric Usher: some initial underestimation of their own ability,  
but then a realization that they belong; frustration that ability is not recognized

/ affirmed from the start

00:37:47 Sarah Stecher: It is very evident that issues of status are at play in these and most mathematics classrooms. I wonder what the teacher has done to address and/or disrupt some of these patterns.

00:37:47 Kelly MacArthur: Noticings and wonderings: (a) Ability and perception of ability are not necessarily correlated.(b) What shifted for the students who realized they had every right to be there and that their ability matched that of their peers? Further, what can we learn from this as instructors to produce/facilitate that level of confidence in our students.

00:37:50 Jennifer Perillo: The mathematical ability is consistent in both contexts...it's the mindset that has shifted.

00:37:51 Kara Benson: What do we do as educators to perpetuate the myth that white and Asian students are more capable? How could we flip the narrative? ?

00:37:53 Mark Lombardi: Some students are better at masking their insecurities than other

00:37:54 Michael Patterson: We need to recognize our own bias and positions and then be open to others.

00:37:54 Zane Kerr: Perceived mathematical ability led to these students resisting engaging with the content/other students

00:38:02 Maria Eloisa (Lisa) Nuguid: fighting to fit in in a space resonates with me

00:38:04 Kristin Lesseig: constant reminders of the stereotypes (implicit biases) that exist throughout STEM - it inhibits students' confidence

00:38:07 Justin Burris: I think about the curriculum of white supremacy... where there is only one strategy/one way to think or solve problems.

00:38:10 Sheila Kirton-Robbins: When we are the only "other" we feel self-conscious. There is safety in numbers and being represented.

00:38:10 Nicole Sherrick: Shift in mindset- more confidence in ability

00:38:14 Danielle Bouton-Wales: Community/comfort level in the classroom is different - not the "types" of students

00:38:19 Polly Mayer: Perception of mathematical ability seems to affect these reflections, and how having confidence in one's abilities can be impacted

00:38:36 Mark Svendsen: I liked Diana's comment "Why should i give you the power to make me feel less when I'm not" I'm glad she gained confidence.

00:38:39 Breanna Underwood: They realized their potential and ability was always there, but their mindset changed.

00:38:39 Jill Brown: learning environment is so critical

00:38:49 Lucinda Muther: These students are used to working in a competitive class environment which I spend a lot of time trying to break down.

00:38:55 Sarah Nathan: Math ability plays a very small role. There's no reference to the mathematics they're doing. Especially at the start, it's all self-perception, identities, threat assessment.

00:38:55 Weverton Ataide Pinheiro: Not everyone "does math." Some race seems to "do math." Oh wait, we can also "do math."

00:39:00 Jordan Templeton: There is a preconceived idea of who is and who is not "naturally" mathematical or better at math that has been implicitly and explicitly taught through experiences

00:39:36 Vicki Jackson: Learning environments are CRITICAL.

00:39:36 Rosalynn Mohr: Feeling the need to be quiet due to gender and race

has a resounding effect

00:39:38 Natalie Odom Pough: There has always been this underlying need to compete in the mathematics classroom. Students like to identify who's the best, and that type of mindset moves with us throughout our lives. it is imperative that we develop learning environments that allow everyone to see that growth happens at different times and in different ways... and that's ok.

00:54:36 David Barnes (he/him): Ester, if you have a question or comment would you please add it to the Q&A or Chat and I will share when there is time for questions/comments.

00:56:24 Nicole Sherrick: If you don't have the speed others may have you should drop the course? Doesn't help anyone's confidence

00:56:41 Jennifer Perillo: If you aren't fast, you aren't capable.

00:56:49 Jill Brown: i wonder if the students were allowed to collaborate, or was it a test?

00:56:54 Ana Avila: Shaming, instead of building students up. Not giving students an opportunity for mathematical growth.

00:56:59 Kelly MacArthur: This benefits students who already feel like they fit in and disadvantages students who feel "othered" in some way. It prioritizes speed over thoughtful mathematics.

00:57:02 Jackie OConnor: I'm thinking about diverse learners and how someone with learning differences may be excluded from this space

00:57:05 Kara Benson: It seems to me that this professor puts all the onus for learning on the student instead of being open to making content accessible to the students in multiple ways.

00:57:05 Sheila Kirton-Robbins: Students who are not working quickly then feel like you don't belong. So, they'll drop the class.

00:57:09 Liza Bondurant: speed & accuracy more important than reasoning & sensemaking

00:57:10 Mark Lombardi: This seems harsh but it can be a reality for some students. Taking a lower level class can benefit a student's short and long term GPA as well as their confidence in math.

00:57:10 Maria Eloisa (Lisa) Nuguid: the phrasing of lower level might make students feel like they aren't good enough

00:57:10 Sarah Stecher: Math ability is framed as the ability to execute procedures quickly. This narrow view of math would make many students feel like they don't belong.

00:57:13 Daniel Fointuna: How the professor defined success in this class is by students solving problems with the correct steps as quickly as possible

00:57:15 Lucinda Muther: One question can determine your future.

00:57:17 Justin Burris: Exclusionary practice that communicates who is and who isn't a math person.

00:57:18 Vicki Jackson: This teaches that speed alone equals competence.

00:57:19 Sherrell Williams: there is no opportunity to fail/make a mistake and learn

00:57:23 Jill Brown: seems like all maths is a test, speed individual, focus on answer not method or purpose

00:57:29 Rosalynn Mohr: I think the suggestion to drop the course was not a fair assessment of understanding. Speed and accuracy are not the same

00:57:32 Natalie Odom Pough: If you don't know how to do this, I will not teach it. Go to another teacher/class.

00:57:36 Kelly MacArthur: It also engenders a competitive environment rather than collaboration.

00:57:50 Weverton Ataide Pinheiro: Math is procedural. Ability is connected to getting the answer fast and correctly.

00:58:16 Daniel Fointuna: solving problems with correct steps became a gatekeeper

00:58:19 Zane Kerr: The implicit messaging is "careful, reflective and thoughtful students are not welcome"

00:58:22 Catherine Kaduk: Ability framed without the "growth with experience" view; focus on speed, yet unclear if the prompts involved settings that all students have familiarity.

00:58:25 Kristina Barnaby: Speed = math ability. My son's 1st grader teacher told us that when he could not spit back his math facts.

00:58:43 Sarah Nathan: If I were a student, I would hear this as "this is for smart people, and you are dumb."

00:59:22 Kelcey Smith: I think it's fair. Some people can solve problems quickly and others can't. Those that can't should see this as an opportunity to practice more and develop their skills.

00:59:29 Muhammad Taqiyuddin: How do we apply the intersectional identity category to math teaching?

00:59:30 Justin Burris: I also connect this to a teacher saying to a class..."this is easy." (for who?)

01:00:09 Jennifer Perillo: @kelcey smith - if someone has a deep understanding, but can't perform quickly, do they need more practice?

01:01:11 Rohith Adusumilli: Hearing this reminds me that we as educators have to remind students that math is not always about getting the wrong or right answer. We need to show that it is okay to make mistakes. We need to show different ways to show opportunities for students to be successful in understanding the problem.

01:01:47 Mohamed Jamaludeen Thirapusa Mohaideen: Building math confidence is most significant in math learning and teaching.

01:02:52 David Barnes (he/him): PLEASE check to see that your chat is going to everyone. We want everyone to see your insightful thoughts.

01:03:26 Rohith Adusumilli: This message makes me believe that there are other forms to teaching math than just one way of just teaching and having students take notes. Students need to be modeled with different opportunities to succeed and we need to make changes to instruction to help students who need to build more confidence in math.

01:07:54 Amaya Lambert: Wow! This was definitely my experience 25 years ago in biomedical engineering. I had a circuits professor who literally went up and down the rows fielding questions and would yell gotcha when someone answered incorrectly.

01:08:09 Lybrya Kebreab: I just find the lack of humility off-putting...To use these words with students assumes you know each and every student's potential. Not sure any of us can say that about any class with any amount of qualitative nor quantitative data. We are not Miss Cleo. Sigh.

01:10:08 Sarah Nathan: In this view, going to office hours is seen as reinforcing whichever status you have. If you have high math status, going to office hours reinforces that. If you have low math status, going to office hours reinforces that.

01:11:40 Lybrya Kebreab: As a researcher of mathematics-specific belongingness, I have found similar data in quantitative studies using the HSLS:09. Thank you Dr. Leyva.

01:14:03 Lybrya Kebreab: It's the "they must know their math facts before they can do Algebra" of higher education. Calculus made so much more sense to me in graduate-level maths classes because I understood WHY we needed it. ☺

01:15:16 Rohith Adusumilli: #3 is a norm that can be used as an individualized feedback session to help educators know how are students succeeded on our lessons and where they struggled. We figure out what works vs what does not work from this strategy

01:16:12 Sheila Kirton-Robbins: productive struggle

01:17:08 Ana Avila: Thank you

01:17:11 Natalie Odom Pough: This was incredible! Will you return to your reference slide?

01:17:15 Sheila Kirton-Robbins: Thanks

01:17:20 Lybrya Kebreab: What can we do long-term in policy and short-term in our classrooms?

01:17:21 Kelly Bubp: Thank you!

01:17:23 Kelcey Smith: Thank you Dr. Leyva!

01:17:24 Jill Brown: Thanks so much, fabulous presentation

01:17:32 Caitlin McPherson: Thank you!

01:17:36 Jinqing Liu: THANK YOU! Great insights

01:17:45 Carol Matsumoto: Thank you.

01:17:53 Jackie OConnor: I'm curious if you have tips for best practices to engage groups of teachers in thinking about these types of interactions and how their actions impact students

01:17:54 Lybrya Kebreab: Thanks!

01:17:55 Muhammad Taqiyuddin: Magnificent!!!

01:17:56 Weverton Ataide Pinheiro: Thank you so much Dr. Leyva.

01:18:56 Trena Wilkerson: Thank you so much! Powerful and thought provoking—important connections to teaching practice, learning spaces, and identity.

01:19:26 Lybrya Kebreab: Ah. Makes sense.

01:19:32 Lybrya Kebreab: Hi Trena!!

01:19:51 Lybrya Kebreab: I can use your first name now. 😊🙏

01:20:13 Trena Wilkerson: Hello Lybrya! Yes indeed!!! First name basis for sure!

01:20:36 Lybrya Kebreab: Wow. So much to think about.

01:21:17 Sherrell Williams: is it ever appropriate to attack these stereotypes directly as part of a classroom discussion at the start of the year? is it helpful or harmful to have students talk openly about these biases as a way for them to break down barriers?

01:21:58 marwa elahwal: thanks marwa\_nabeel@edu.tanta.edu.eg. from Egypt EG

01:22:09 Lybrya Kebreab: Back to that humility piece...we should be learning with and from our students. Nice work!

01:22:10 Sherrell Williams: great presentation. thank you!

01:22:12 Mohamed Jamaludeen Thirapusa Mohaideen: Thank you.

01:22:26 Sarah Stecher: Thank you!

01:22:57 Muhammad Taqiyuddin: I love what you said about power distribution in a classroom!! That matters a lot in how social interaction happens

in the classroom. Thank for sharing, Luis!  
01:23:06 Justin Burris: Thank you!  
01:23:29 Rohith Adusumilli: Thank you for the presentation  
01:23:33 Rohith Adusumilli: pd  
01:24:14 Wisnu Siwi Satiti: Thank you so much Dr. Leyva! Such an  
insightful presentation! Thank you  
01:25:29 Natalie Odom Pough: Yes, this was incredible!  
01:25:38 Mark Svendsen: Thank You!  
01:25:43 Ken Krehbiel: Thank you Luis.  
01:25:45 Alina Castillo: Thank you!!!  
01:25:53 Amaya Lambert: Thank you. This was great!  
01:25:59 Maria Eloisa (Lisa) Nuguid: thank you!  
01:26:11 Kelly MacArthur: Thank you so much!  
01:26:16 Zane Kerr: Thank you so much Luis  
01:26:18 Joanna Smith: Thank you!  
01:26:22 Rohith Adusumilli: Thank you  
01:26:32 marwa elahwal: Thank you good presentation  
01:26:35 Natalie Odom Pough: Thank you!  
01:26:41 Lucinda Muther: Thanks for a great hour and lots to think about.  
01:26:46 Nicole Sherrick: Thank you so much!  
01:26:46 Jennifer Hahn: Thank you!  
01:26:47 Vicki Jackson: Thank you! This was WONDERFUL!  
01:26:51 Sharon Laahs: Thank you!!  
01:26:56 Jennifer Jones: 🙌🙌🙌🙌