

## Keynote Speakers



**Amanda Jansen**  
Professor of Math  
University of Delaware

Mandy Jansen is a mathematics educator who conducts research on students' engagement in mathematics classrooms and teachers' learning from their reflections on their own practice. She is committed to honoring students' voices through her research on students' motivation and engagement. Dr. Jansen is the author of the 2020 book, "Rough Draft Math: Revising to Learn".



**Aris Winger**  
Assistant Professor of Math  
Georgia Gwinnett College

Aris Winger is a graduate of Howard University, earning a Bachelor of Science in mathematics, and Carnegie Mellon University, earning a Master of Science and a doctorate in mathematical sciences. His recent areas of interest include finding equity in the mathematics classroom and enacting culturally relevant pedagogy. Dr. Winger cohosts, "Mathematically Uncensored," a podcast that explores current events and issues for minorities in the mathematical sciences.

## Schedule

### Saturday, March 16, 2024

8:00 - 8:30 AM

Registration & Breakfast  
CASL Building Atrium

8:30 - 9:30 AM

Opening Keynote Speaker (Rm 1071)  
Amanda Jansen

9:40 - 10:25 AM

First Session

10:35 - 11:20 AM

Second Session

11:30 AM - 12:15 PM

Third Session

12:30 - 1:30 PM

Lunch & Business Meeting  
Renick University Center (RUC)

1:45 - 2:30 PM

Fourth Session

2:40 - 3:40 PM

Closing Keynote Speaker (Rm 1071)  
Aris Winger



# SCHEDULE - SATURDAY, MARCH 16TH, 2024

Session	Room 1083	Room 1084	Room 1085	Room 1086
<b>Session 1</b> 9:40-10:25AM	Woods  Cultivating Elementary Pre-Service Teacher' Positive Mathematics Identities	Bass  Disrupting the Traditional Culture of University Mathematics Teaching	Park  Enhancing Math Instruction through ESL Collaboration: Strategies for Diverse Learners	Blair, Behena, Case, Ingram, & Ross  DEI Book Clubs as an Entry Point for Departmental Awareness and Action
<b>Session 2</b> 10:35-11:20AM	Grant  The importance of context in broadening success for future elementary teachers	Willett & Phelps-Gregory  Secondary Pre-Service Teachers' Mathematical Problem Solving Knowledge for Teaching	Oslund  Designing Groupwork for Mathematics Teacher Education Courses	Bieda, Doherty, Hicks, Marshall, Rienstra, Schmidt, & Tyler  Strategies for Supporting Students' Access to Mathematical Justification
<b>Session 3</b> 11:30AM-12:15PM	Boerst  Learning to use virtual manipulatives to support student sensemaking of algorithms	Van Zoest  Using preK-12 Equity Frameworks to Humanize Mathematics Teaching and Learning at the College Level	Edson, Park, Kohar, Rudow, & Wald  Preparing Teachers of Mathematics for the Use of Digital Curriculum Materials: Reframing Student and Teacher Collaboration Through Technology	Hall & Edgar  Equity-Based Instruction in Mathematics Classrooms
<b>Session 4</b> 1:45-2:30PM	D. Coffey & K. Coffey  Designing Math Adventures: Getting Unstuck and Find Ways Forward	Harrison  Disrupting Barriers: Exploring Preservice teacher agency development in teaching mathematics	Castro  Promoting Inclusive Classroom Environments for Students with Disabilities	Hasenbank  Alternative forms of assessment as a lever for rehumanizing mathematics, teaching, and learning

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# Conference Presentations

## **Brooklynn Willett & Christine Phelps-Gregory**

### **Central Michigan University**

#### **Secondary Pre-Service Teachers' Mathematical Problem Solving Knowledge for Teaching**

We will present details of a pilot study conducted in January 2024 on mathematical problem solving knowledge for teaching (MPSKT) while also engaging the audience in an examination of MPSKT and problem solving proficiency in themselves and their own students.

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## **Stephen Blair, Lynn Behena, Stephanie Casey, Debra Ingram, & Andrew Ross**

### **Eastern Michigan University**

#### **DEI Book Clubs as an Entry Point for Departmental Awareness and Action**

Over the past several years, we've used a book club to foster departmental community and focus on DEI issues. We'll discuss particular titles that have proven useful for DEI discussions and our resulting actions, both individually and as a department.

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## **Tim Boerst**

### **University of Michigan, Marsal Family School of Education**

#### **Learning to use virtual manipulatives to support student sense making of algorithms**

Students bring, develop, and make sense of algorithms as mathematical tools. Come to discuss ways of supporting Teacher Candidates in making use of virtual manipulatives to support listening to students and collective work with algorithms, including troubleshooting challenging computational examples.

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## **Offir Romero Castro**

### **Western Michigan University**

#### **Promoting Inclusive Classroom Environments for Students with Disabilities**

Am I promoting inclusive environments in classrooms? This session focuses on how teachers' perceptions toward students with disabilities affect classroom environments by sharing information from research and providing activities that will increase attendees' understanding of inclusive teaching practices.

## **Desiree Harrison**

**Wayne State University**

### **Disrupting Barriers: Exploring Preservice teacher agency development in teaching mathematics**

Before reframing mathematics teaching, we need to gain a deeper understanding of preservice teachers. Join this session to learn about the initial findings of a qualitative study exploring how multimodal learning supports preservice teacher agency development in teaching mathematics.

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## **Hyman Bass**

**University of Michigan**

### **Disrupting the Traditional Culture of University Mathematics Teaching**

This session describes a humanizing approach to an undergraduate “Applied Modern Algebra” course, designed to disrupt normative practice in college mathematics courses. Participants will consider the degree to which this approach might provide an equitable and humanizing experience for students.

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## **Kristen Bieda, Kristin Doherty, Heather Hicks, Zachary Marshall, Patricia Rienstra, David Schmidt and Christopher Tyler**

**Michigan State University**

### **Strategies for Supporting Students’ Access to Mathematical Justification**

Each and every student deserves rich opportunities to produce justifications and consider others’ justifications to deepen their mathematical understanding. In this session, we will share three tools - developed through a researcher-practitioner partnership - that can enhance students’ access to mathematical justification.

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## **AJ Edson, Sunyoung Park, Ahmad Wachidul Kohar, Sasha Rudow, and Samantha Wald**

**Michigan State University**

### **Preparing Teachers of Mathematics for the Use of Digital Curriculum Materials: Reframing Student and Teacher Collaboration Through Technology**

How can digital curricula enhance collaboration when each person can access and co-opt classmates’ work? Examples highlight how we’re reframing collaboration for both student learning and mathematics teaching. Discussions center on the support needed in teacher preparation and professional learning.

## **Joy Oslund**

### **Grand Valley State University**

#### **Designing Groupwork for Mathematics Teacher Education Courses**

Complex Instruction is a set of principles for using groupwork to support rich mathematics learning in diverse classrooms. In this session, you will learn how mathematics teacher educators are using Complex Instruction to foster teacher candidates' learning.

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## **Elisha Hall & Shekira Edgar**

### **Western Michigan University**

#### **Equity-Based Instruction in Mathematics Classrooms**

This session provides a theoretical and practical discussion of culturally responsive pedagogy (CRP) and teaching mathematics for social justice (TMSJ) in classrooms. Participants will engage in modeling and creating mathematically rigorous tasks that also address concerns for social justice.

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## **Laura Van Zoest**

### **Western Michigan University**

#### **Using preK-12 Equity Frameworks to Humanize Mathematics Teaching and Learning at the College Level**

Find out about how two frameworks designed for use in preK-12 education, Dr. Pamela Seda's ICUCARE Equity Framework and Dr. Ghody Muhammad's 5 Pursuits, have been used to support efforts to humanize mathematics teaching and learning in university courses.

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## **Dawn Woods**

### **Oakland University**

#### **Cultivating Elementary Pre-Service Teachers' Positive Mathematics Identities**

An identity survey and related interview protocol was implemented to understand pre-service teachers' mathematical identities. During this session we will explore data, discuss activities and strategies to cultivate positive identities, and consider how together we could support preservice teachers to grow their mathematical identity (and the identity of their students) as we support them to commit to their critical roles as advocates for each and every student.

## **David Coffey & Kathryn N. Coffey**

**Grand Valley State University**

### **Designing Math Adventures: Getting Unstuck and Find Ways Forward**

K-8 teachers can find themselves stuck trying to plan meaningful math lessons. We share how educators effectively used a simple yet powerful design thinking tool to find new ways forward. And you can apply the tool to your own practice.

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## **Jon Hasenbank**

**Grand Valley State University**

### **Alternative forms of assessment as a lever for rehumanizing mathematics, teaching, and learning**

Traditional assessment systems can lead students to conclude: “I’m just not a math person”. We will unpack the principles behind several alternate assessment systems (e.g., mastery grading, ungrading) to understand how they can help rehumanize mathematics, teaching, and learning.

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## **Kyongson Park**

**University of Michigan-Dearborn**

### **Enhancing Math Instruction through ESL Collaboration: Strategies for Diverse Learners**

This session explores collaborative strategies between math and ESL teachers to enhance instruction for linguistically diverse students. It focuses on co-planning, language objectives, and utilizing ESL strategies in math, particularly for word problems, recognizing students’ diverse backgrounds as educational assets.

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## **Terry Grant**

**Western Michigan University**

### **The importance of context in broadening success for future elementary teachers**

Changing micro-teaching routines from decontextualized Number Talks to related story problems enabled more prospective teachers to be successful -- both mathematically and with respect to their implementation of the routines. Examples of routine and PSTs microteaching shared.

# Keynote Presentations



## **Amanda Jansen**

**Professor of Math**

**University of Delaware**

### **Mathematics Education as a Re-Humanizing Endeavor**

Together, we will reflect upon our work as mathematics educators and consider how we can foster re-humanizing practices. The purpose of this session is to develop our thinking on what “re-humanizing” might mean in the context of mathematics education. We will examine various definitions for humanizing / re-humanizing mathematics education. We will consider how those definitions inspire us toward further action in various domains of our work, such as teaching mathematics, teaching about mathematics pedagogy when working with in-service or pre-service teachers, and conducting scholarship. To generate discussion and reflection, Dr. Jansen will first provide examples of ways others have engaged in re-humanizing practices in these domains of her work, and then those in attendance will have opportunities to reflect and share their efforts in these domains.



## **Aris Winger**

**Assistant Professor of Math**

**Georgia Gwinnett College**

### **Narrative Disruption as a Way of Re-Imagining our Mathematics Contexts**

In this highly interactive talk, Dr. Winger will discuss some of the explicit and unwritten narratives that dominate the way in which we operate as teachers in our mathematical contexts. We will reflect, become aware, and acknowledge our acceptance of these narratives as the beginning steps to a promising rewriting of how we operate and uplift our children in the classroom. We will then examine and interrogate those narratives and imagine counter-narratives that will allow those who are often marginalized to flourish like never before.

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