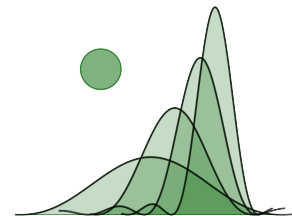




Colloquium Series

Department of Mathematics and Statistics



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Fostering Authentic Mathematical Relationships with Parents

Abstract: In many settings, deficit views of parents' mathematical knowledge exist, particularly of parents from minoritized communities. These deficit views undermine collaboration between educators and parents. By shifting from a deficit-based to an asset-based approach, this presentation advocates for building authentic relationships that recognize and value the diverse knowledge and experiences parents from minoritized communities bring to their children's mathematics education. I will share some examples of activities that leverage parents' funds of knowledge and open spaces for mathematics conversations with them.

Keywords: parents' engagement, funds of knowledge, asset-based approach.

Wednesday, Nov. 20, 1:05 – 1:25 pm in 4-2-314