

Conducting Mathematics Education Research with Empathy: Studying Mathematics Engagement

Amanda Jansen
University of Delaware



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In this talk, I will present an overview of my research on mathematics engagement. Earlier in my career, I studied students' perspective on their motivation to learn mathematics and their perspectives on their engagement. Then, I investigated how mathematics teachers can foster more productive opportunities for students to engage, with a more recent move toward supporting equity in mathematics engagement. I frame the trajectory of this line of research as enacting a stance of empathy: decentering to understand the experiences of students and then allowing myself to be changed by their perspectives. I will share what I have learned from decentering to understand the perspectives of students' experiences in mathematics classroom discussions when students are asked to explain their reasoning. Then I will reflect upon how this experience of listening to students has changed both *what* I study and *how* I study it. I changed *what* I study by shifting from a focus on students' engagement to a newer focus on teaching mathematics and creating opportunities for student engagement. I am working on changing *how* I study engagement by shifting to writing *with* research participants rather than *about* them. Results from a series of research studies on mathematics engagement will be presented throughout the talk.