

# MATH DEPARTMENT COLLOQUIUM



**Dr. Nailah Suad Nasir**  
**Graduate School of Education**  
**UC-Berkeley**  
**Monday, March 23, 2015**  
**3:30-4:30 PM**  
**FLOWERS 230**

## *Culture, Race, and Learning: In Mathematics Classrooms and Beyond*

In this talk, I will discuss the multiple ways that race and culture are an integral aspect of learning. I will draw on data from several studies to think about how we can conceptualize the nature of the links between culture, race, and learning. I will also share some findings from recent work with a high school mathematics department that developed an 'equity pedagogy' in mathematics, and in doing so, will attend to what equitable mathematics classrooms look like.

*Na'ilah Suad Nasir's research centers on how issues of culture and race influence the learning, achievement, and educational trajectories of African American and other non-dominant students in urban school and community settings. She is interested in the intertwining of social and cultural contexts (cultural practices, institutions, communities, societies) and the learning and educational trajectories of individuals, especially in connection with inequity in educational outcomes. Specific studies have focused on the nature of mathematical thinking and learning for African American students in practices outside of school, such as basketball and dominoes; relations between racial/ethnic identity and mathematics learning and achievement in a diverse urban high school; the nature of connection and disconnection for African American high school students (and the role the institutional structures of the school played in these processes); racial/ethnic identities and stereotypes of African American students. She is also interested in marginalized students' experiences of teaching and learning in juvenile hall schools.*