Join a community focused on human-centered mathematics & instruction!

The NSF-funded MIST and STEM-OPS projects jointly invite you to participate in *Immersive Mathematics for Instructors and Tutors*, a *free* five-module course where you will do fun mathematics, network with math instructors in carceral and other spaces, and discuss relevant issues in mathematics learning.

This course is collaborative and accessible for all, but SPACE IS LIMITED so sign up now! We recommend you attend all five modules for the best experience, but you can sign up for as many as you'd like. If the course is full, join our waitlist. As we garner interest and support for these courses, we would like to offer a full portfolio of courses; our active and waitlisted participants will be notified first.

[Register for free](#) by May 18, 2021

Course modules convene virtually on consecutive Thursdays, beginning May 20, from 6:00–8:30 PM ET:

1. **May 20 & 27:** *Egyptian Mathematics:* Explore a number system and discover the operations within and how they work.

2. **June 3 & 10:** *Problem Posing by "What If Not":* Explore well-known sequences, theorems, formulas, and geometric spaces by reimagining them through changing one or more of the defining characteristics.

3. **June 17 & 24:** *Probability Through Games:* Explore the mathematics behind popular game shows.

4. **July 1 & 8:** *Mathematical Habits of Mind: Expressing the Regularity in Repeated Reasoning:* Understand the progression of this powerful tool from numerical explorations in algebra and geometry to support sense making.

5. **July 15 & 22:** *Mathematical Habits of Mind:* Seek and use structure to explore mathematics, particularly in number concepts and algebraic expressions and equations.

Additional details: The first 90 minutes of each session will focus on the mathematics content. After a short break, participants will hear from guest speakers or take part in group discussion. Typically, one session of each module welcomes a guest speaker who will discuss critical issues in mathematics teaching and learning, and in supporting mathematics experiences of incarcerated learners. The other session will provide open discussions around community ideas, experiences, and understandings with a few select readings to ground our work.

Guest speakers include:

Erika Bullock

Lori Delale O'Connor

Jodie Lambert

Maxine McKinney de Royston

Jason O'Malley

Aris Winger

For more details about the course and its instructors, please see reverse.

Additional Information

What is immersive mathematics?
Immersive mathematics engages learners in **doing** mathematics that leads to robust understanding of "content" through building mathematical thought processes (the same processes commonly used by professional mathematicians).
The style of facilitation and the design of the problem sets used allows participants to develop the mathematics for themselves, offering participants the opportunity to **be** a mathematician and then think about how to engage their learners (at any level) in being mathematicians. In this course, participants will be introduced to and reflect on immersion as an instructional technique that provides more equitable access to the mathematics and deeper personal relevance.

What mathematics will we do?
We will delve into content such as the ancient Egyptian number system, "What if not?" problem posing, and mathematical practices. While we will use content typically found in grades 6–12 mathematics, all levels of mathematician love working in this space; in fact, this approach was developed by mathematicians who found most of our common math curricula devoid of real, fun thinking and who wanted others to experience the joy of doing mathematics for themselves!

What socio-cultural and instructional issues will we discuss?
To help deepen our thinking of mathematical engagement, we will also hear from experts who specialize in racial equity, racial and mathematical identity, humanizing instruction and/or pedagogy and its connection to the carceral state, the learning experiences of directly impacted people, and disrupting dominant narratives.

Will I receive any credentials for participating?
Yes, participants will receive digital credentialing for this course. The credentials will include information about the course so you can provide this information in resumes and social media profiles.

Lead Facilitators

Eden M. Badertscher (she/her/hers): Eden is a principal research scientist at EDC, which is not a very informative title. It means she writes a lot of grants to work with some pretty amazing people, like teachers, directly impacted leaders, students, and changemakers. She loves "teaching" mathematics in ways that allow people to ask and investigate their own questions! If you want more info, feel free to visit her on LinkedIn or view her EDC bio.

Matt McLeod (he/him/his): Matt is a project director at EDC who focuses on equitable instruction in K–12 mathematics and other STEM content. He believes mathematics is fun and beautiful and critical, and everyone can and should have the opportunity to go as far as they want in mathematics. If you want more info, feel free to visit him on LinkedIn or view his EDC bio.

STEM OPS