

*You are cordially invited to attend the
MSU Mathematics Education Colloquium*



Cathery Yeh

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Thursday, December 7, 2023

3:30 - 5:00 pm

133F Erickson Hall

or Zoom:

<https://msu.zoom.us>

/j/94823915986

Password: PRIME

DisCrit Noticing: Theorizing at the Intersections of Race and Ability in Mathematics Education

Abstract: Despite a growing focus in mathematics education to critique power, scholars who examine critical mathematics approaches in both elementary education and teacher education settings have rarely attended to the intersections of racism and ableism in mathematics education. Racism and ableism are often thought of as parallel systems of oppression that work separately to perpetuate social hierarchies. This perspective not only ignores disabled Students of Color's experiences, but also fails to examine racialized ableism—how race is pathologized through ableism to perpetuate systemic racism in mathematics education. This talk specifically calls on the importance of an intersectional analysis of ability and the need for explicit conversation on the interwoven nature of race and disability to uncover exclusionary practices of hyper-labeling, hyper-surveilling, and hyper-punishing for those outside notions of normalcy. Drawing on sociopolitical perspectives informed by Disability Critical Race Theory and DisCrit Classroom Ecology, I will share a framework of DisCrit noticing to consider the interwoven nature of racism and ableism in mathematics classrooms and provide a lesson design and analysis framework used to develop preservice teacher DisCrit noticing during mathematics methods.

Bio: Dr. Cathery Yeh (she/her/hers) is an assistant professor in STEM Education and a core faculty member in the Center for Asian American Studies at the University of Texas at Austin. Her research examines the role race, class, gender and language plays in the constructions of ability in mathematics classrooms. Funded by the National Science Foundation, Mathematics Education Fund, National Endowment for the Humanities and other agencies, her scholarship is collaborative, building research partnerships with school districts and communities to attend to the strengths, needs and goals of teachers, students and the community served. Her work as an engaged scholar builds on 20+ years as a dual language classroom teacher and educator, visiting over 300 student homes, while family and community members came into the classroom to co-teach mathematics.