

**ZMATH 2014f.00183**

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**Becoming a “liberal” math learner: expanding secondary school mathematics to support cultural connections, multiple mathematical identities, and engagement.**

Kitchen, Richard S. (ed.) et al., Transnational and borderland studies in mathematics education. London: Routledge (ISBN 978-0-415-88052-7/hbk; 978-0-203-84095-5/ebook). Studies in Mathematical Thinking and Learning Series, 69-94 (2011).

From the text: There exists a grave and immediate concern about how to support diverse students to engage more in school mathematics, to be academically successful with mathematics, and to enroll in more upper-level mathematics courses. One mathematical success story has been explored in the research of *J. Boaler* and *M. Staples* [“Creating mathematical futures through an equitable teaching approach: the case of Railside School”, Teach. Coll. Rec. 110, No. 3, 608–645 (2008)] and *I. Horn* [Learning on the job: mathematics teachers’ professional development in the context of high school reform. Berkeley: University of California (Diss.) (2002)] at Railside High School. Students’ successes have been partially explained by the use of complex instruction as a primary pedagogical tool and the math department’s strong collaboration as a learning community. Many Railside students have achieved in mathematics and continue to enroll in upper-level courses after meeting graduation requirements. Previous research at Railside has used complex instruction, teachers’ practices, and classrooms as units of analysis. This work takes a different perspective by starting with students, specifically young immigrant women who achieved mathematical success at Railside. The goal of this research is to expand and build from what is already known about Railside high and complex instruction while changing the focus to students, their perspectives, and experiences.

*Classification:* C30 C60 C20

*Keywords:* learning; achievement; mathematical identities; engagement; cultural aspects