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**Underserved students and creativity.**

Czarnocha, Bronislaw (ed.) et al., The creative enterprise of mathematics teaching research. Elements of methodology and practice – from teachers to teachers. Rotterdam: Sense Publishers (ISBN 978-94-6300-548-7/hbk; 978-94-6300-547-0/pbk; 978-94-6300-549-4/ebook). 43-55 (2016).

Summary: In this section we discuss the educational issues of immigrant students who frequently make up a sub-cultural often characterized by different language, race and a higher rate of poverty than the predominant culture. In addition to language these students frequently struggle with mathematics both cognitively and in the affect domain, alongside identity issues of what college means to the individual often being the first generation in their family to go to college. We also discuss the role of the instructor in promoting a creative learning environment that can transition students from habits of failure to discovery of their own excellence. A transition that is vital when working with students who come from poverty and frequently lack exposure to the dream and expectations of college.

*Classification:* C60 C30 C20

*Keywords:* immigrant students; culture; creativity; affect; cognition

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