

LOCATING A THIRD SPACE: BLACK/AFRICAN IMMIGRANTS' INVOLVEMENT STRATEGY FOR SUPPORTING CHILDREN'S MATHEMATICS LEARNING IN CANADA

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THEME:

Expanding STEM opportunities through Inclusive practices

BACKGROUND AND AIMS

The growing trend in the African/Black immigrants' population and its consequent cultural diversity further places a responsibility on school teachers and curriculum developers to address issues cultural diversity in various school subjects, including mathematics which many see an anchor of all STE[M] related subjects. The guiding question for this presentation is; how do African immigrant families supports their children's (10–15-year-olds) mathematics learning in Canada as they navigate through transitional times?

The theoretical concept of hybridity or third space informs this work. Hybridity or third space displaces conceptual boundaries between discourses that are generally seen as distinct (Gutiérrez et al., 1999) and, acknowledges contesting understandings. In this study, we frame parents' ability to accommodate some practices or beliefs from two cultural contexts (home and host country) as an indication of them creating or locating a third space or hybridising practices to support their children's mathematics learning in Canada.

METHODOLOGY

Data were collected from six African immigrant parents and their children (10-15-year-olds) from Sub-Saharan Africa living in the Greater Vancouver area, Canada. Parents' and children's separate individual interview data sets and observational field notes from eight home visits over 12 weeks were examined for common patterns and possible nuances.

RESULTS AND CONCLUSIONS

The results revealed that parents adjust their mathematics learning support for their children by hybridizing their experiences from two "cultural worlds of education": their home and host culture. The findings of this study imply that teachers need to leverage on diverse home experiences (funds of knowledge) of immigrants to transform pedagogies in their mathematics classrooms.

REFERENCES

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