

## Visions Week 3: Developing Border Consciousness

November 2, 2021

### Video Transcript

Note: This transcript was automatically generated via Zoom, please reach out if there are errors.

9

00:03:33.150 --> 00:03:34.620

Brandie Waid: Hello everyone.

10

00:03:36.990 --> 00:03:41.190

Brandie Waid: Well, go ahead and get started on time today, I know that.

11

00:03:42.930 --> 00:03:46.380

Brandie Waid: event doing is going to be late i'm.

12

00:03:47.400 --> 00:03:55.320

Brandie Waid: not sure about just good stuff though so we'll see um so.

13

00:03:56.430 --> 00:03:57.570

Brandie Waid: How you doing.

14

00:04:03.570 --> 00:04:12.630

Brandie Waid: i'm all right, so the question for us to start off today is how long, would you survive in the apocalyptic zombie apocalypse which is inspired by a former student of mine.

15

00:04:13.830 --> 00:04:16.110

Brandie Waid: And the i'll say I sent me a real.

16

00:04:16.350 --> 00:04:17.070

Brandie Waid: real time.

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00:04:19.260 --> 00:04:20.700

Kevin Dykema: That was my exact time to thought.

18

00:04:22.080 --> 00:04:25.710

Kevin Dykema: everybody else will be happy you'll live a lot longer than I would with the zombie apocalypse so.

19

00:04:26.040 --> 00:04:35.460

Kevin Dykema: it's kind of like you only have to be fast enough to outrun somebody else have a bear is chasing you i'll take one for the team and i'll give you to live by the zombies and you can also have a little longer.

20

00:04:37.230 --> 00:04:44.880

Kyle (he/him/el): little known fact that you are venturing into territory that doesn't in general come out in.

21

00:04:46.410 --> 00:04:49.560

Kyle (he/him/el): Professional developments I am quite the survivalist.

22

00:04:49.590 --> 00:04:50.340

Brandie Waid: So I.

23

00:04:50.400 --> 00:05:03.960

Kyle (he/him/el): went on surviving a long, long time during a zombie apocalypse my partner and I adventure in the boundary waters which, if you've never been into the upper Midwest you may not have ever heard of but you should Google it at some point.

24

00:05:05.040 --> 00:05:06.210

Kyle (he/him/el): And we're quite adept.

25

00:05:07.320 --> 00:05:10.380

Kyle (he/him/el): We can identify edible plants and mushrooms and.

26

00:05:11.520 --> 00:05:20.340

Kyle (he/him/el): We have all the stuff so we've got the gear for camping in the cold and the gear for obviously camping when it's not that cold but.

27

00:05:22.320 --> 00:05:24.060

Kyle (he/him/el): I think I think we'd survive a long time.

28

00:05:25.080 --> 00:05:30.120

Brandie Waid: I have no idea I mean I knew you like you know did wilderness thing.

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00:05:32.190 --> 00:05:34.020

Brandie Waid: But I had no idea that's awesome.

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00:05:34.620 --> 00:05:36.060

Brandie Waid: So I know where i'm going.

31

00:05:36.240 --> 00:05:38.070

Brandie Waid: Should the zombie apocalypse.

32

00:05:39.510 --> 00:05:41.880

Kyle (he/him/el): Oh i'm not gonna save anyone else we're just gonna say.

33

00:05:43.230 --> 00:05:43.650

Kyle (he/him/el): that's it.

34

00:05:48.390 --> 00:05:50.460

Kyle (he/him/el): My kid when my kid would just slow us down.

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00:05:56.820 --> 00:05:58.920

Brandie Waid: Well, maybe one day.

36

00:06:00.300 --> 00:06:00.810

Kyle (he/him/el): file.

37

00:06:01.800 --> 00:06:02.460

Brandie Waid: to survive.

38

00:06:04.650 --> 00:06:07.200

Brandie Waid: We got one more that's good to hear.

39

00:06:08.460 --> 00:06:10.890

Brandie Waid: Oh we're gonna put on the spot.

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00:06:13.920 --> 00:06:14.700

Brandie Waid: question.

41

00:06:19.740 --> 00:06:20.970

Brandie Waid: we're just sharing.

42

00:06:22.500 --> 00:06:26.220

Brandie Waid: How long we think we would survive in the zombie apocalypse.

43

00:06:27.960 --> 00:06:32.790

Brandie Waid: Kevin and I would not and kyle will win off.

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00:06:36.270 --> 00:06:38.640

Jessica Lee: Not long i'm grumpy when i'm hungry so.

45

00:06:41.940 --> 00:06:46.590

Brandie Waid: If that makes you aggressive maybe that will be to your benefit.

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00:06:52.320 --> 00:06:56.040

Brandie Waid: awesome thanks for hearing me and my feeling starter question.

47

00:06:57.600 --> 00:07:03.030

Brandie Waid: Okay, so a couple of things just reminding us of the Gray space.

48

00:07:04.800 --> 00:07:21.240

Brandie Waid: which has contribution controversy with stability only earn consistent impact towns by choice, respect and know attacks and elements and we said that we would work collaboratively be provocative yet caring and feel comfortably uncomfortable.

49

00:07:22.320 --> 00:07:33.480

Brandie Waid: extend grace to ourselves and others embrace cognitive cognitive dissonance Center calm and healing and then based on some feedback that was received, we also are going to add.

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00:07:33.960 --> 00:07:45.690

Brandie Waid: Follow the 42nd rules so make space for new voices try to keep whatever you're saying 40 seconds and be mindful, so that everyone has an opportunity to talk.

51

00:07:47.940 --> 00:07:56.280

Brandie Waid: So, so those are on your we're going to start by talking about some to reading.

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00:07:57.780 --> 00:08:14.070

Brandie Waid: The day in Google and the cookie it is reading mostly the we will talk about Christianity here but we'll come back to this yet is, at the end, as well, so that we can look at it a little bit more.

53

00:08:16.770 --> 00:08:23.310

Brandie Waid: And a little bit more detail, so what we're gonna do is we're going to go into breakout room.

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00:08:26.850 --> 00:08:28.950

Brandie Waid: we're going to go into breakout rooms and.

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00:08:30.150 --> 00:08:39.270

Brandie Waid: We are going to discuss these three questions actually there are only three of you we're not going to go into breakout rooms, we don't have enough people now.

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00:08:40.590 --> 00:08:41.940

Brandie Waid: In London to eat those offers.

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00:08:43.620 --> 00:08:50.250

Brandie Waid: So what you're talking about them together, I wasn't even thinking, the three questions are, how does mathematics function as a border.

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00:08:51.030 --> 00:09:06.480

Brandie Waid: How my identifying and querying borders and mathematics helps to review and assess on the LGBT Q plus firebox disabled and other students from oppressed group and then how, if at all, you see, doctors, with yet his strategies to create a custom order subordination.

59

00:09:07.590 --> 00:09:13.470

Brandie Waid: As being related to Dr yay whoo and we're both ideas of Puerto consciousness.

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00:09:16.200 --> 00:09:19.980

Brandie Waid: So so and I took a couple minutes to think about it, but.

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00:09:21.420 --> 00:09:23.490

Brandie Waid: curious about what you thought.

62

00:09:29.460 --> 00:09:30.300

Brandie Waid: that's the ran away.

63

00:09:43.860 --> 00:09:45.330

Kyle (he/him/el): So one thing I thought about.

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00:09:47.220 --> 00:09:49.860

Kyle (he/him/el): While I was reading these is the.

65

00:09:51.360 --> 00:09:58.980

Kyle (he/him/el): Cultural perception that you either good at mathematics or you're not good at mathematics i'm sort of unforeseen.

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00:10:00.450 --> 00:10:05.130

Kyle (he/him/el): How folks interacting more with mathematics into a binary.

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00:10:06.750 --> 00:10:10.740

Kyle (he/him/el): As a practicing math won't make you better at it, or something like that.

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00:10:12.570 --> 00:10:13.020

Brandie Waid: yeah.

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00:10:13.140 --> 00:10:13.800

Definitely.

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00:10:14.850 --> 00:10:16.770

Brandie Waid: And that border that we create.

71

00:10:19.470 --> 00:10:19.620

Brandie Waid: A.

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00:10:20.550 --> 00:10:29.520

Kevin Dykema: map we focus so much on it's right or it's wrong and we lose sense of of some of the other stuff in.

73

00:10:29.910 --> 00:10:38.190

Kevin Dykema: You know in kyle is saying you know you're either good math class or math math i'm not a math person, so that by Mary I think we had the same thing, just as a as a natural.

74

00:10:38.640 --> 00:10:50.280

Kevin Dykema: Unfortunately i'll cast of their out outpouring of the the methods you either done the problem correctly you've done the problem wrong that we have this either or type of situation going on.

75

00:10:54.780 --> 00:10:56.070

Brandie Waid: If you have any thoughts on.

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00:10:57.240 --> 00:10:59.190

Brandie Waid: How that's not exposures as a border.

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00:11:01.140 --> 00:11:01.770

Jessica Lee: um.

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00:11:05.490 --> 00:11:06.600

Jessica Lee: I didn't do the reading.

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00:11:09.510 --> 00:11:11.070

Brandie Waid: All right, well, the question.

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00:11:11.100 --> 00:11:16.500

Jessica Lee: Is 30 local time and i've been home from school for about 10 minutes.

81

00:11:17.130 --> 00:11:17.400

yeah.

82

00:11:19.200 --> 00:11:29.160

Brandie Waid: yeah um so kyle and where I don't know if you could hear when you stepped away, did you hear what kyle and Kevin said about the borders.

83

00:11:29.580 --> 00:11:35.400

Jessica Lee: I heard something about how like there's a lot of like this is right or wrong in the math and.

84

00:11:38.160 --> 00:11:41.640

Jessica Lee: I do operate my room a lot like that this year i'm.

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00:11:42.750 --> 00:11:43.710

Jessica Lee: Just because.

86

00:11:45.300 --> 00:11:49.440

Jessica Lee: that's the path of least resistance right now i'm being honest.

87

00:11:51.600 --> 00:11:56.790



Jessica Lee: it's just easy like we do it all on whiteboards and the kids are happy to erase and try again, but like.

88

00:11:58.020 --> 00:11:59.640

Jessica Lee: That that's where we're at this year.

89

00:12:01.140 --> 00:12:04.830

Brandie Waid: yeah and then pilot also mentioned about being a math person or not.

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00:12:05.280 --> 00:12:11.340

Brandie Waid: yeah so like it's kind of in the reading it talks a little bit about these idea of binary assumptions.

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00:12:11.790 --> 00:12:27.090

Brandie Waid: They really form this quarter, you know and tracking mass forms the border and synchronize posting information, once the border says, you know, keep people in different groups or to really define who.

92

00:12:29.400 --> 00:12:43.500

Brandie Waid: gets to be a mathematician or who gets to you know, be a boy or girl or whatever it is, there are lots of different orders that we have in society, and one thing I really appreciated was how.

93

00:12:45.780 --> 00:13:01.650

Brandie Waid: They talked about these ideas and borders, and then they talked about how like this idea of right and wrong like we think of pure mathematics and there's a right way to get to an answer or wrong way to get to an answer, even elegant or intelligent.

94

00:13:03.390 --> 00:13:15.930

Brandie Waid: And, but then we get into any kind of real world problem that we give to like you know engineers, or you know people who are doing real world, mathematics and i'm not sure.

95

00:13:17.190 --> 00:13:18.360

Brandie Waid: messes me up.

96

00:13:20.250 --> 00:13:24.540

Brandie Waid: So I appreciated that conversation and the article about how like.

97

00:13:26.160 --> 00:13:29.820

Brandie Waid: finding new ones, essentially, is important.

98

00:13:31.500 --> 00:13:36.060

Brandie Waid: So how is it, why is it helpful to know any of this for supporting our students.

99

00:13:36.210 --> 00:13:37.980

Brandie Waid: To take your notes from traditionally in.

100

00:13:37.980 --> 00:13:38.730

classrooms.

101

00:13:42.900 --> 00:13:50.880

Kyle (he/him/el): Well, for my pre service teachers I just like really trying to drive home that message of you know it's it's a cultural.

102

00:13:51.990 --> 00:13:55.110

Kyle (he/him/el): construct that there's some sort of magic math gene.

103

00:13:56.580 --> 00:14:02.370

Kyle (he/him/el): You know everyone can do mathematics, we just have to give them access and some folks need more time.

104

00:14:03.660 --> 00:14:05.100

Kyle (he/him/el): etc, etc, so.

105

00:14:06.210 --> 00:14:08.220

Kyle (he/him/el): I really push that with.

106

00:14:09.420 --> 00:14:13.860

Kyle (he/him/el): The teachers that i'm sending forth his races are not beneficial.

107

00:14:17.580 --> 00:14:18.000

Kyle (he/him/el): So.

108

00:14:18.210 --> 00:14:18.810

That type of thing.

109

00:14:31.320 --> 00:14:31.740

Brandie Waid: well.

110

00:14:44.820 --> 00:14:50.280

Brandie Waid: about why identifying borders might be helpful or not helpful.

111

00:14:53.250 --> 00:15:00.480

Kevin Dykema: We have to recognize our own bias our own our own what we're currently thinking and be aware of that, I.

112

00:15:01.140 --> 00:15:07.110

Kevin Dykema: know, I have a colleague, right now, who who's really struggling with the idea of racism achieved come to me and say.

113

00:15:07.500 --> 00:15:13.650

Kevin Dykema: i'm so sick of being told i'm racist because i'm white and like you've seen well that's not exactly the message that's being sent to you.

114

00:15:14.280 --> 00:15:20.460

Kevin Dykema: But I think it's again, you said to be aware, you have bias, to use it doesn't mean you're racist.

115

00:15:20.910 --> 00:15:29.190

Kevin Dykema: But you've got to be aware of that that innate bias and where your mind immediately goes to win and confront those thoughts and I think.

116

00:15:29.760 --> 00:15:46.560

Kevin Dykema: that we need to identify and just recognize Where are those those borders and what are those things that we're doing intentionally unintentionally consciously unconsciously, and really bring it to the to the height of the awareness, for ourselves.

117

00:15:54.660 --> 00:16:01.530

Jessica Lee: I think it's tough on we have tracking at our school and it's too many tracks is three tracks.

118

00:16:03.180 --> 00:16:05.640

Jessica Lee: And the lowest track.

119

00:16:06.870 --> 00:16:12.990

Jessica Lee: Is grade level math, but there are kids who are definitely well behind grade level math.

120

00:16:16.470 --> 00:16:34.440

Jessica Lee: And i've only ever taught under track system, I don't know how I would function in a classroom in a room where kids struggle with negative integer operations, whereas other kids in our school are doing quadratic.

121

00:16:36.570 --> 00:16:43.860

Jessica Lee: I know my other content peers like la and in science that's what that's their daily reality.

122

00:16:45.690 --> 00:16:59.730

Jessica Lee: I don't know how I would do it, I struggle enough with the kids who can do integer operations, and then there are kids who can't even do that, like in the same room and that's the trap that I have this year.

123

00:17:02.730 --> 00:17:08.340

Brandie Waid: A lot of trouble anyone have any thoughts about that about how to.

124

00:17:10.680 --> 00:17:14.040

Brandie Waid: dress teacher and untracked group.

125

00:17:14.730 --> 00:17:22.680

Kyle (he/him/el): So I tighten to schools that were untracked and one school that was tracked and, of course, the schools that are not tracked.

126

00:17:23.430 --> 00:17:35.550

Kyle (he/him/el): oftentimes are not tracked due to a lack of resources right there's not there's literally not enough funds to have staff to teach like honors pre algebra there's just pre algebra.

127

00:17:37.350 --> 00:17:47.130

Kyle (he/him/el): And in schools that are small enough because of that lack of resources they don't even allow like the sixth graders to take pre algebra.

128

00:17:47.370 --> 00:17:58.980

Kyle (he/him/el): Who maybe might be able to pre test in it's like no years experience you're going to be in sixth grade math, because if we start shifting students around all the sudden somebody who did only have one section might end up needing to.

129

00:18:00.780 --> 00:18:09.210

Kyle (he/him/el): And so it is, it is kind of a phenomenon that the fewer resources, a school has the more likely they are to not be tracking.

130

00:18:11.970 --> 00:18:15.450

Kyle (he/him/el): But um, but I would just say JESSICA, that you would adapt.

131

00:18:16.980 --> 00:18:22.740

Kyle (he/him/el): To that situation, so what happens in those schools, of course, is that you still have some students who are.

132

00:18:23.910 --> 00:18:38.400

Kyle (he/him/el): Like ready to move it move faster than your students who are struggling with how integers work you still have those students in the same classroom and what you do is you make math more sophisticated for the students who want to move faster.

133

00:18:39.630 --> 00:18:46.140

Kyle (he/him/el): and try to stick with stuff that's more basic and routine for the students who don't you just differentiate within the room.

134

00:18:47.580 --> 00:18:52.260

Kyle (he/him/el): And it's it's actually I think really good for the students.

135

00:18:53.340 --> 00:18:55.440

Kyle (he/him/el): To see those various levels of.

136

00:18:56.760 --> 00:19:09.540

Kyle (he/him/el): You know, oh I didn't know that so and so is going to be working on this kind of problem or this kind of real world application can I sit closer to them, so that I can maybe work on that also.

137

00:19:10.710 --> 00:19:15.300

Kyle (he/him/el): You do end up with a quite significant peer to peer learning.

138

00:19:16.740 --> 00:19:26.520

Kyle (he/him/el): In those situations, but I think you do find JESSICA, I think that we all adapt to the situation that we're in and that's what you do so.

139

00:19:29.400 --> 00:19:31.200

Jessica Lee: You know no one's really tracking.

140

00:19:32.310 --> 00:19:34.560

Jessica Lee: It just it would be a huge shift in our Community.

141

00:19:36.960 --> 00:19:40.890

Jessica Lee: Like I see what it does to the eighth graders who are in the lowest track like.

142

00:19:42.390 --> 00:19:47.010

Jessica Lee: They carry they walk around with a chip on their shoulder those classes behaviorally or.

143

00:19:48.930 --> 00:19:49.650

Jessica Lee: A rodeo.

144

00:19:51.660 --> 00:19:59.730

Jessica Lee: Because there are no role models in the room and kids are trying to leave my class right now they're trying to move up into the higher track.

145

00:20:00.480 --> 00:20:12.060

Jessica Lee: And the current principles philosophy is if they want to move, they can move if they have the supports and that's fine it just like it's fewer fewer kids to battle, a little bit.

146

00:20:16.770 --> 00:20:27.540

Brandie Waid: yeah it's difficult, I mean and I you thing you see what it does for the kids like I remember going into teacher freshman Academy.

147

00:20:28.770 --> 00:20:30.780

Brandie Waid: What they called intensive algebra.

148

00:20:32.040 --> 00:20:36.120

Brandie Waid: Which just that they saw me for three sections and got you know.

149

00:20:37.230 --> 00:20:38.130

Brandie Waid: double the time.

150

00:20:39.270 --> 00:20:41.460

Brandie Waid: In algebra because they were glow tracks.

151

00:20:43.050 --> 00:20:49.200

Brandie Waid: And I remember the first day of class tickets coming in and saying why did any of this matter, I went to class.

152

00:20:50.910 --> 00:20:52.170

Brandie Waid: That just broke my heart.

153

00:20:53.520 --> 00:20:56.130

Brandie Waid: And those classes always end up being my favorite.

154

00:20:57.720 --> 00:20:58.350

I agree.

155

00:21:00.180 --> 00:21:01.080

Jessica Lee: I like them a lot.

156

00:21:01.530 --> 00:21:18.960

Jessica Lee: yeah every every week i'm trying to present a math magician or a math person that's a person of color or a couple weeks ago we did a trans person, which was nerve racking for me just because I didn't know how they would react.

157

00:21:21.420 --> 00:21:27.990

Jessica Lee: He has someone with dyslexia last week so trying to present different.

158

00:21:29.160 --> 00:21:33.540

features for the people that look like a lot of these kids.

159

00:21:37.740 --> 00:21:39.450

Brandie Waid: Like it would be really powerful.

160

00:21:40.500 --> 00:21:42.810

Jessica Lee: I mean eventually I want them to do their own.

161

00:21:43.860 --> 00:21:44.730

Jessica Lee: math person.

162

00:21:45.840 --> 00:21:47.370

Jessica Lee: And I can crowdsource this.

163

00:21:50.580 --> 00:21:54.390

Jessica Lee: Try we got what 2024 more weeks.

164



00:21:55.020 --> 00:21:55.440  
yeah.

165  
00:21:56.910 --> 00:21:57.360  
Brandie Waid: yeah.

166  
00:21:58.920 --> 00:22:00.510  
Brandie Waid: Devon, you have any thoughts that you want, if.

167  
00:22:02.730 --> 00:22:13.080  
Kevin Dykema: you're at the district I wish I had words of wisdom, but i've always taught in a school that has the the honors and then the non honors with that, so you know.

168  
00:22:13.800 --> 00:22:23.280  
Kevin Dykema: i'm not in the right in the shoes of being able to say oh here's how it works out beautifully in untracked situation that hasn't been my lived experience.

169  
00:22:24.030 --> 00:22:30.930  
Kevin Dykema: And I will say even you know so often people say all the the lower level class the grade level class their behavior is.

170  
00:22:31.260 --> 00:22:39.540  
Kevin Dykema: Worse, but it's not always true, I mean, sometimes by advanced class to be here's a whole lot worse because they all live in the same neighborhood they got cations together.

171  
00:22:39.990 --> 00:22:57.120  
Kevin Dykema: They play travel sports together ready to this houses so it's more like siblings where they get into bickering over silly little things where we're agreed level kids some of them are more on task for longer, such as the times when that sort of the so called smart kids.

172  
00:22:59.100 --> 00:23:01.560  
Kevin Dykema: So it's not always true, but there are times.

173  
00:23:03.510 --> 00:23:05.460

Brandie Waid: made me think of something that I.

174

00:23:06.990 --> 00:23:16.590

Brandie Waid: OK ready reddit or I have no idea my brain is all over the place lately um but recently, I came across someone talking about how.

175

00:23:18.120 --> 00:23:27.840

Brandie Waid: Our movies on Twitter um how someone like the students that we consider you know.

176

00:23:28.890 --> 00:23:40.620

Brandie Waid: defiant or that we are saying around dress code or you know anyone that's challenging some of these norms that we have in schools, and I think a lot of times those.

177

00:23:41.670 --> 00:23:53.520

Brandie Waid: are seen as the kids that are in those lower tracks they're actually showing us like what it means to clear to be clear and to clear like school norms, maybe not necessarily like.

178

00:23:54.810 --> 00:24:03.240

Brandie Waid: see a queer person, but like engaging and queer as a verb you know querying different spaces, I thought that was a really.

179

00:24:06.090 --> 00:24:18.960

Brandie Waid: enlightening argument, and I mean i've always kind of had that kind of view that we should who gets to define what's respectable who gets to define what smart who gets to define what's knowledge like.

180

00:24:20.310 --> 00:24:26.580

Brandie Waid: All kinds of ideas, but thinking of all of that in those terms, was really powerful to me.

181

00:24:34.560 --> 00:24:36.150

Brandie Waid: And then the last question.

182

00:24:38.850 --> 00:24:43.920

Brandie Waid: Thinking about Dr seuss yet his strategies for creative insubordination.

183

00:24:45.540 --> 00:24:46.890

Brandie Waid: So how do we.

184

00:24:49.080 --> 00:24:59.160

Brandie Waid: feel that that is related or not related to the developing the border consciousness, so if we're going to you know disrupt these binaries and we're going to.

185

00:25:01.020 --> 00:25:07.800

Brandie Waid: You know challenge the norm in the ways that we've been talking about you know throw out tracking.

186

00:25:09.000 --> 00:25:11.940

Brandie Waid: How does suckers with the strategies that in.

187

00:25:13.230 --> 00:25:14.430

Brandie Waid: Some cases like that.

188

00:25:16.860 --> 00:25:29.130

Kevin Dykema: I think she provided some of the the House to do it in the potential strategies, you may do, then you know when I think about Dr gays and Dr rubles it's much more than the what needs to be changed.

189

00:25:29.430 --> 00:25:32.130

Kevin Dykema: Anything Dr Gutierrez offer some suggestions about.

190

00:25:32.520 --> 00:25:38.970

Kevin Dykema: hey, how can you actually implement change and do some of those insubordination things that need to be done.

191

00:25:42.510 --> 00:25:42.780

Kevin Dykema: well.

192

00:25:48.570 --> 00:26:01.290

Kyle (he/him/el): I noticed the language and the good tiers article matching up with the idea of physical borders when we think about it, like specifically seeking allies and flying under the radar.

193

00:26:02.640 --> 00:26:03.210

Kyle (he/him/el): Like our.

194

00:26:03.660 --> 00:26:05.130

Kyle (he/him/el): Oh, like.

195

00:26:05.670 --> 00:26:09.990

Kyle (he/him/el): literary responses to what you do if you want to break up order.

196

00:26:11.430 --> 00:26:12.540

Kyle (he/him/el): I found that interesting.

197

00:26:13.590 --> 00:26:19.020

Brandie Waid: Very cool I didn't even pick up on the you know physical kind of preference.

198

00:26:21.570 --> 00:26:28.290

Brandie Waid: And just don't worry about nothing like that will pop up those little bit later see you know what those are.

199

00:26:29.910 --> 00:26:37.230

Brandie Waid: cool all right, well then, are there any other thoughts before we move on, or you know it shouldn't keep going.

200

00:26:43.260 --> 00:26:47.010

Brandie Waid: So yeah amazing my breakout room thing.

201

00:26:52.800 --> 00:26:57.570

Brandie Waid: Alright, so now we're just stumble around okay.

202

00:26:58.710 --> 00:27:01.290

Brandie Waid: So something that.

203

00:27:03.300 --> 00:27:03.630

Brandie Waid: Is.

204

00:27:05.940 --> 00:27:09.690

Brandie Waid: Particularly a intervals, Dr rubles reading.

205

00:27:11.190 --> 00:27:20.550

Brandie Waid: kind of brought up a talks about the idea of the border, through a couple of exciting a couple of people, the first one is.

206

00:27:21.990 --> 00:27:44.040

Brandie Waid: I don't even know how to say his name mile male I just read it, but talking about the theory of the border and how that the border is it's not so much that the ugly but the quotation was this not so much that the border creates the categories, but the category creates a border.

207

00:27:45.390 --> 00:27:53.760

Brandie Waid: And like thinking of that there's like a space in between the border like inside the border that exists.

208

00:27:55.170 --> 00:27:56.340

Brandie Waid: And then.

209

00:27:58.230 --> 00:28:07.590

Brandie Waid: call back to the work of Gloria and they'll do a who talks about that look space that exists in between, as the borderland.

210

00:28:09.420 --> 00:28:19.590

Brandie Waid: And in the case of Gloria and we'll do a she talked about it a lot and being a chicano scholar and queer and how she doesn't really fit within the.

211

00:28:20.880 --> 00:28:32.340

Brandie Waid: You know the the white feminist don't really accept her because she's gone on, and then, but she kind of Community also she struggles in that Community because she's clear.

212

00:28:33.300 --> 00:28:43.290

Brandie Waid: So finding you know she lives within the border of these identities and then she also talks about it in terms of growing up on the.

213

00:28:44.250 --> 00:28:56.340

Brandie Waid: US Mexico border because she grew up there, and like the actual physical borders so that's how a lot of her borderland conceptions kind of came to be thinking about it in those terms.

214

00:28:57.630 --> 00:29:05.850

Brandie Waid: and a friend of mine, Alexander more he's actually done a lot of reading in this area of thinking about borders and.

215

00:29:07.080 --> 00:29:07.920

Brandie Waid: Gender.

216

00:29:09.660 --> 00:29:16.500

Brandie Waid: And the idea of first of all there's this idea of gender, which they sort of mentioned in the gay and ruble article.

217

00:29:18.150 --> 00:29:33.120

Brandie Waid: This idea that gender is not something you can have it, something that you do genders performance is the idea behind queer theory it's something that we perform and it's very similar to what we talked about when we talk about.

218

00:29:34.290 --> 00:29:40.410

Brandie Waid: I think is Monday and present to the Sunday right, it was but.

219

00:29:42.120 --> 00:29:45.000

Brandie Waid: They talk about how communities of practice.

220

00:29:46.440 --> 00:29:58.230

Brandie Waid: kind of help to like you, you perform your identity, I guess, these are not really something you're born with you're performing in certain spaces and those spaces how that identity is received.

221

00:29:58.800 --> 00:30:09.510

Brandie Waid: By both people is kind of interaction all and can you know change and grow how you know, engage in a certain space.

222

00:30:11.040 --> 00:30:12.030

Brandie Waid: So.

223

00:30:14.220 --> 00:30:24.360

Brandie Waid: I was into more and I think one of his advisors stuff Shelton and they were submitted an article recently that he asked me to read and something that he talks about.

224

00:30:25.230 --> 00:30:30.630

Brandie Waid: The quotation that they wrote is that borders are constructions of social divisions that create space on either side.

225

00:30:31.170 --> 00:30:48.540

Brandie Waid: This property is fundamental to the border at any singular location one understands the border as creating an us and them, so creating that division, that is, the space where one stand and the other spaces, where everyone else resides.

226

00:30:50.370 --> 00:31:05.430

Brandie Waid: So Alex talks a lot about this in terms of the masculine and the feminine and then in women and how you know, not only are people gendered but things are gender like you know activities.

227

00:31:06.690 --> 00:31:07.260

Brandie Waid: or.

228

00:31:08.490 --> 00:31:12.630

Brandie Waid: clothing, you know there's all sorts of things that can generate our society.

229

00:31:13.800 --> 00:31:14.580

Brandie Waid: and

230

00:31:15.630 --> 00:31:27.270

Brandie Waid: Then in their their article they go on to say that the power of the border is derived from the properties inherit to be object of the border itself.

231

00:31:27.660 --> 00:31:35.040

Brandie Waid: it's a third side of the divisions of fuzzy zone like phenomenon of inclusion inclusive disjunction.

232

00:31:35.460 --> 00:31:44.940

Brandie Waid: Which is this as its own object, for the purpose of creating the division between the two spaces, if the border were entirely reducible to the two spaces.

233

00:31:45.300 --> 00:32:04.680

Brandie Waid: Nothing would divide them so basically what they were saying in this particular section of the article was that, like we think of a border as splitting into two sections, but actually the water itself is a third section like if the border weren't there, there would.

234

00:32:06.000 --> 00:32:12.030

Brandie Waid: There wouldn't be the two sections on either side, but that is part of a section like that's the section.

235

00:32:13.380 --> 00:32:22.410

Brandie Waid: So that's kind of the idea that he's talking about here, and this is what Gloria, and so do I was talking about, as the borderlands where.

236

00:32:23.160 --> 00:32:37.380

Brandie Waid: She sees herself as living in Ireland and so when we're thinking about the idea of clearness and developing quarter consciousness, I think queer students are actually.

237

00:32:39.510 --> 00:32:51.810

Brandie Waid: very helpful in figuring out how to do this because you know queer people, by their very existence, either with within the borderland or they're crossing it, you know all the time.



238

00:32:52.620 --> 00:33:04.740

Brandie Waid: So they're showing us what it is that things could look like if we you know just ignored the border and did what felt right so.

239

00:33:06.210 --> 00:33:07.890

Brandie Waid: This is my little.

240

00:33:09.810 --> 00:33:12.120

Brandie Waid: animation of clear the middle.

241

00:33:13.470 --> 00:33:14.250

Brandie Waid: I had to a channel.

242

00:33:17.100 --> 00:33:17.700

Brandie Waid: So.

243

00:33:18.720 --> 00:33:34.860

Brandie Waid: yeah so we can learn a lot from you know our career students about like What would it mean to disrupt that folder and really think of it as you know, just a space, not necessarily a dividing line it's just another space that can be.

244

00:33:36.150 --> 00:33:37.020

Brandie Waid: Where we can exist.

245

00:33:39.390 --> 00:33:42.870

Brandie Waid: So that is where we.

246

00:33:44.370 --> 00:33:55.830

Brandie Waid: That idea is kind of what helps you develop these questions kind of thinking about okay if we're thinking about the borders where are they and how do we think about the existence outside of them.

247

00:33:56.580 --> 00:34:05.190

Brandie Waid: which again is something that clear students can really and queer identity can help us to kind of think through, but it goes beyond that, because in the article.

248

00:34:06.270 --> 00:34:06.990

Brandie Waid: Or the chapter.

249

00:34:08.400 --> 00:34:16.590

Brandie Waid: Dr K and Dr rubles specifically mentioned that the process of analyzing with these questions.

250

00:34:17.730 --> 00:34:31.740

Brandie Waid: It provides us with opportunities to make under hidden the tradition of silence around sexism hetero sexism classism and consumerism which is huge in mathematics that are reified through the mathematical tech.

251

00:34:32.850 --> 00:34:46.320

Brandie Waid: So we can pose these five questions which are what knowledge, aside from the mathematics and worldview is assumed by this world word problems and what are the problems assumptions and values, those the problem reflect your own experience.

252

00:34:47.490 --> 00:35:00.330

Brandie Waid: who's experiences are reflected are not included, how can we create these problems, so to reflect a wider number of windows and mirrors for our students and then there's a final question of what categories of resistance my face.

253

00:35:02.520 --> 00:35:08.640

Brandie Waid: To these new word problems and how we respond or get support, so my last question is really getting at.

254

00:35:10.260 --> 00:35:22.680

Brandie Waid: work, which is what I won't go like what are the what's the resistance and then, how do we use subordination to get around it essentially and do what we need to do to all students feel represented.

255

00:35:24.690 --> 00:35:29.160

Brandie Waid: So what we're going to do is we're actually going to apply these questions.

256

00:35:30.810 --> 00:35:33.210

Brandie Waid: Are there any questions so far about this.

257

00:35:38.160 --> 00:35:39.630

Brandie Waid: or any thoughts, you want to add.

258

00:35:40.860 --> 00:35:41.520

Brandie Waid: about the.

259

00:35:42.990 --> 00:35:43.530

Brandie Waid: You know.

260

00:35:45.360 --> 00:35:46.290

Brandie Waid: border crossing.

261

00:35:54.600 --> 00:35:56.400

Kyle (he/him/el): I guess maybe I would add that.

262

00:35:57.570 --> 00:35:59.310

Kyle (he/him/el): I think it's hard for us to be in the border.

263

00:36:00.510 --> 00:36:02.430

Brandie Waid: yeah why say that.

264

00:36:04.110 --> 00:36:05.610

Kyle (he/him/el): So did you ask me something.

265

00:36:06.270 --> 00:36:08.100

Brandie Waid: Yes, and why do you why do we say that.

266

00:36:09.840 --> 00:36:19.830

Kyle (he/him/el): Because our our human miss makes us very one much want folks to fit boxes and so when we come across.

267

00:36:20.880 --> 00:36:24.300

Kyle (he/him/el): Things that don't fit neatly in our preconceived boxes.

268

00:36:25.860 --> 00:36:28.890

Kyle (he/him/el): They they make us feel like things are off.

269

00:36:30.570 --> 00:36:36.750

Kyle (he/him/el): And so it is a situation where I try to be ultra aware of.

270

00:36:37.980 --> 00:36:40.830

Kyle (he/him/el): Students that i'm working with that I feel like sitting borders.

271

00:36:42.030 --> 00:36:44.280

Kyle (he/him/el): Because they're living in a very different.

272

00:36:45.720 --> 00:36:48.720

Kyle (he/him/el): perspective than the folks who are easily.

273

00:36:50.940 --> 00:36:51.390

Kyle (he/him/el): well.

274

00:36:55.140 --> 00:36:57.900

Brandie Waid: When I definitely am everything want to add or.

275

00:37:11.010 --> 00:37:13.350

Brandie Waid: Just curious if you have any questions that.

276

00:37:15.510 --> 00:37:18.270

Brandie Waid: can help conceptualize what the borders are.

277

00:37:19.590 --> 00:37:21.540

Brandie Waid: And like how they might relate messianic.

278

00:37:24.990 --> 00:37:27.750

Jessica Lee: I just think borders are really interesting word choice.

279

00:37:29.190 --> 00:37:29.490

Brandie Waid: What how.

280

00:37:31.680 --> 00:37:35.010

Jessica Lee: Does it reminds of like border crossing and.

281

00:37:36.270 --> 00:37:36.510

Like.

282

00:37:39.420 --> 00:37:42.720

Jessica Lee: A lot of the kids in my grade level class or Brown.

283

00:37:44.220 --> 00:37:52.350

Brandie Waid: yeah and that's where it comes from it comes from, you know in Chicago author and poet, so it makes sense, but.

284

00:37:53.640 --> 00:37:54.900

Brandie Waid: She conceptualizing.

285

00:37:55.980 --> 00:37:57.240

Brandie Waid: For crossing borders.

286

00:38:02.040 --> 00:38:03.840

Brandie Waid: And i've agreed to be pat I would agree that.

287

00:38:06.270 --> 00:38:08.460

Brandie Waid: it's hard to sit in between the boxes.

288

00:38:10.200 --> 00:38:13.020

Brandie Waid: were outside of boxes, or you know, whatever.

289

00:38:15.210 --> 00:38:28.650

Brandie Waid: For those students and they, but they also provide a very unique perspective on that how liberating would that be, if we just saw from someone who was different and we're like oh that's cool Okay, and that was the end of it.

290

00:38:30.090 --> 00:38:31.170

Brandie Waid: So or someone.

291

00:38:33.150 --> 00:38:37.350

Brandie Waid: I think that would be you know, a fascinating kind of.

292

00:38:39.630 --> 00:38:40.470

discussion.

293

00:38:43.980 --> 00:38:45.240

Brandie Waid: Alright, so.

294

00:38:46.470 --> 00:38:50.910

Brandie Waid: This is the thing and what we'll do.

295

00:38:51.990 --> 00:38:52.530

See.

296

00:38:55.890 --> 00:38:56.250

Brandie Waid: Okay.

297

00:38:57.360 --> 00:39:02.490

Brandie Waid: There are again another message, a breakout room.

298

00:39:03.990 --> 00:39:06.810

Brandie Waid: I did kind of one of the breakout rooms for this.

299

00:39:08.070 --> 00:39:11.400

Brandie Waid: let's do this JESSICA when it make you.

300

00:39:12.870 --> 00:39:14.850

Brandie Waid: annoyed if I was in a breakout room with you.

301

00:39:15.870 --> 00:39:16.950

Brandie Waid: know this to do it.

302

00:39:18.180 --> 00:39:18.450

Brandie Waid: Okay.

303

00:39:19.980 --> 00:39:20.490

Brandie Waid: OK cool.

304

00:39:21.930 --> 00:39:28.920

Brandie Waid: So we'll do two breakout rooms and what you're going to do is you're going to look at the module.

305

00:39:30.450 --> 00:39:35.190

Brandie Waid: Recovery one is going to look at this first module, which is a.

306

00:39:36.660 --> 00:39:39.750

Brandie Waid: I believe this one in seventh grade.

307

00:39:41.820 --> 00:39:48.510

Brandie Waid: And look at lessons one through five and also seven and.

308

00:39:50.610 --> 00:39:54.840

Brandie Waid: we're going to use yay and rubles so we're in a row.

309

00:39:57.030 --> 00:40:00.540

Brandie Waid: to their questions to kind of assess.

310

00:40:02.340 --> 00:40:09.630

Brandie Waid: Those lessons to see if we can clear some of the problems to particularly though the word problems, yes, I can look like.

311

00:40:14.550 --> 00:40:16.320

Brandie Waid: To create a greater.

312

00:40:17.670 --> 00:40:25.440

Brandie Waid: Number of windows and mirrors for students, and so one thing, the reason that this last one is highlighted is because.

313

00:40:26.310 --> 00:40:38.460

Brandie Waid: I only want us to think about the categories of resistance, because then we'll talk about creative insubordination when we come back together so just thinking about you know where are the borders where are the assumptions.

314

00:40:40.650 --> 00:40:45.360

Brandie Waid: You know how can we prepare them to reflect more experiences and.

315

00:40:46.530 --> 00:40:47.850

Brandie Waid: What resistance, might we.

316

00:40:49.050 --> 00:40:50.340

Brandie Waid: face if we do that.

317

00:40:52.650 --> 00:40:56.850

Brandie Waid: So we got one in the seventh grade breakouts to I believe is.

318

00:40:57.990 --> 00:40:59.010

Brandie Waid: yeah algebra two.

319



00:41:00.030 --> 00:41:04.860

Brandie Waid: So I think Kevin and kyle it might be better for you to do the secondary one.

320

00:41:06.870 --> 00:41:12.750

Brandie Waid: And then JESSICA you're in full so maybe we'll get a little fun so.

321

00:41:16.320 --> 00:41:19.020

Kyle (he/him/el): Just one more time, did you say the second one is algebra two.

322

00:41:19.800 --> 00:41:21.330

Brandie Waid: Yes, it's like I want to.

323

00:41:21.720 --> 00:41:23.430

Kyle (he/him/el): get it yet.

324

00:41:24.480 --> 00:41:27.480

Brandie Waid: Okay cool so.

325

00:41:28.590 --> 00:41:32.340

Brandie Waid: Let me make some breakout room, are there any questions about what we're doing.

326

00:41:43.650 --> 00:41:44.190

Okay.

327

00:41:59.490 --> 00:42:02.160

Brandie Waid: Okay cool so let's take.

328

00:42:06.750 --> 00:42:08.670

Brandie Waid: 10 minutes 15 minutes.

329

00:42:09.720 --> 00:42:19.260

Brandie Waid: It might take like 10 minutes to go through actually let's say 20 minutes because it'll take 10 minutes to look through and then 10 minutes to kind of look at the questions and discuss.

330

00:42:23.040 --> 00:42:24.240

Brandie Waid: So 830 we'll come back.

331

00:42:26.430 --> 00:42:26.610

I.

332

00:42:32.520 --> 00:42:34.590

Brandie Waid: mean, I guess, we don't have to go in the breakout room.

333

00:43:19.440 --> 00:43:20.400

Brandie Waid: Like Kevin and kyle.

334

00:44:09.780 --> 00:44:16.830

Brandie Waid: want to share what you notice as you're looking through me algebra to curriculum through the lens of these questions.

335

00:44:20.820 --> 00:44:37.830

Kevin Dykema: We noticed it was fairly dry, it was it was very here's a whole set of problems like a true no the exact same thing solve  $16$  to the  $X$  equals  $1000$  solve  $17$   $X$  equal  $1018$  to the  $X$  equals  $1000$ .

336

00:44:38.370 --> 00:44:47.460

Kevin Dykema: And kind of have to like mix, I was struggling at first thing and all right so what's what's so bad about these other than that it's incredibly boring and.

337

00:44:47.880 --> 00:44:56.400

Kevin Dykema: And kyle point out there's no context at all and those and why would a student even care to solve some of this stuff.

338

00:44:57.210 --> 00:45:13.080

Kevin Dykema: Why is the student care to to change seven to the one half time seven to the one half Virginia to seven to the to the one so that was very helpful for me just to hear that perspective of when there's no context at all, who is it who is it attracting.

339

00:45:19.980 --> 00:45:20.400

Brandie Waid: question.

340

00:45:42.780 --> 00:45:51.450

Brandie Waid: Is there anything else that y'all noticed about the altitude curriculum like physically any word problems that kind of had to sort of narrow.

341

00:45:52.680 --> 00:45:53.460

Brandie Waid: world view.

342

00:45:57.060 --> 00:46:05.220

Kyle (he/him/el): So I did cheat a tiny bit and that's Okay, because it was so huge I just didn't expect there to be 200.

343

00:46:07.650 --> 00:46:11.820

Brandie Waid: I was very clear that I had selected specific units at the top of the slide.

344

00:46:12.360 --> 00:46:15.540

Kyle (he/him/el): Oh no we we we did go to the specific units.

345

00:46:15.660 --> 00:46:16.140

Brandie Waid: Oh, and.

346

00:46:16.470 --> 00:46:19.290

Kyle (he/him/el): i'm just this person, so I just kept looking.

347

00:46:21.090 --> 00:46:27.930

Kyle (he/him/el): And I believe it was maybe less than 27 i'm not positive it was it was much more towards the end.

348

00:46:29.370 --> 00:46:40.740

Kyle (he/him/el): Where I finally got to something that I was like oh this, this is an example of a problem that could be a real problem in a classroom, which is that they've set up a CSI situation.

349

00:46:41.370 --> 00:46:44.220

Kyle (he/him/el): Where a student stumbles upon a dead body.

350

00:46:45.090 --> 00:46:56.490

Kyle (he/him/el): blah blah blah blah and i'm like oh wow like talk about somebody writing a math problem without considering the idea that a student could be reading this problem, who has founded that body.

351

00:46:57.090 --> 00:47:14.850

Kyle (he/him/el): Like well and their point of view of the entire rest of this problem is going to be vastly different that the students who are interested in this problem, because they watch CSI or the watch in CIS or bones or whatever TV show that this problem has probably from fourth row.

352

00:47:16.500 --> 00:47:17.040

Kyle (he/him/el): So.

353

00:47:17.160 --> 00:47:19.440

Kyle (he/him/el): I was like Oh, this is, this is really bad.

354

00:47:20.040 --> 00:47:24.960

Kyle (he/him/el): We got into a problem where I would just go this needs to be eliminated from the Texas.

355

00:47:25.020 --> 00:47:26.580

Kyle (he/him/el): yeah cannot stay.

356

00:47:28.140 --> 00:47:29.910

Brandie Waid: yeah that makes sense.

357

00:47:30.480 --> 00:47:37.890

Brandie Waid: And that's crazy, because I am not a crazy anymore um but that's wild because.

358

00:47:39.300 --> 00:47:56.310

Brandie Waid: In my ap calculus class I remember my teacher actually had an activity that she did every year and we like enacted this you know reenacted this kind of problem on a larger scale.

369

00:48:59.490 --> 00:49:02.340

Brandie Waid: Definitely, and I wasn't very you know privilege.

370

00:49:03.600 --> 00:49:12.420

Brandie Waid: You know, suburban whitewash kind of perspective to take to all the math problems but it actually can cause drama.

371

00:49:14.280 --> 00:49:14.610

Brandie Waid: yeah.

372

00:49:16.050 --> 00:49:29.640

Brandie Waid: So how, how do you think really much talk about that problem specifically about how you might be able to clear the problem so that it maybe there's not inflict harm or hurt.

373

00:49:31.980 --> 00:49:34.980

Kyle (he/him/el): We actually did that, for one of the ones you aside, which was.

374

00:49:35.550 --> 00:49:37.590

Kyle (he/him/el): And i'll let Kevin talk because i've been talking a lot.

375

00:49:40.050 --> 00:49:46.650

Kevin Dykema: There was a problem with, then the very last lesson that you had us look at it had two different students.

376

00:49:47.070 --> 00:49:59.730

Kevin Dykema: One who had a who appeared to have a male name one who appeared to have a female name and asked which model was better and the the females model was not the the better of the two.

377

00:50:00.120 --> 00:50:09.780

Kevin Dykema: And we noted that feeds right into this stereotype that that males are better at math and females, and was enough you're only going to have to.

378

00:50:10.410 --> 00:50:20.070

Kevin Dykema: At least pick the the female sounding name to be the one that's the better, and we do lots of other issues with the problem that's.

379

00:50:21.030 --> 00:50:34.350

Kevin Dykema: The only four data points and one of the data points kyle noted didn't even make sense in terms of the context you're really looking at three data points there and yeah so it was it was done some things wrong with that.

380

00:50:35.730 --> 00:50:36.060

Brandie Waid: Are.

381

00:50:40.140 --> 00:50:42.870

Brandie Waid: Actually relates to something we talked about in our room.

382

00:50:43.080 --> 00:50:44.820

Brandie Waid: Specifically we're talking about.

383

00:50:46.200 --> 00:50:50.970

Brandie Waid: Think JESSICA you, you had mentioned about the day them follow you and talk about that a little bit.

384

00:50:51.690 --> 00:50:52.440

Brandie Waid: What you have said.

385

00:50:53.820 --> 00:50:54.210

Jessica Lee: yeah.

386

00:50:57.540 --> 00:51:09.780

Jessica Lee: it's a long story, as the colleague on campus every time I know of a queer student in a colleague's class I try to train them crash course in them on pro downs.

387

00:51:10.470 --> 00:51:23.520

Jessica Lee: And I do my best to straddle both sides i'm like I know grammatically it's hard it sounds weird bubble blah just use the then and try not to say okay boys and girls say okay everyone.

388

00:51:25.200 --> 00:51:31.200

Jessica Lee: One of my students has pushed really hard on the Faculty like every time the math teacher.

389

00:51:32.340 --> 00:51:36.690

Jessica Lee: My other colleague says okay boys and girls they go and me.

390

00:51:38.670 --> 00:51:49.650

Jessica Lee: And just really push back it's it's rough and i'm like just try, I know, and when you make a mistake just apologize and move on it's okay just do better next time.

391

00:51:51.510 --> 00:51:59.190

Jessica Lee: But, like all of the all the word problems are one of two genders, she in her bizarre she in that he.

392

00:52:00.780 --> 00:52:01.230

Jessica Lee: and

393

00:52:02.310 --> 00:52:04.350

Jessica Lee: Like I think.

394

00:52:05.460 --> 00:52:18.690

Jessica Lee: Randy was the one that pointed out, she she did an analysis or whatever on the word problems and almost every time there was a cooking scenario, it was a female and every time there was a video game scenario was a male and.

395

00:52:20.250 --> 00:52:23.160

Jessica Lee: I I don't think to hardly about that.

396

00:52:24.660 --> 00:52:28.680

Jessica Lee: hard about that, whereas I think kids are a little bit.

397

00:52:30.150 --> 00:52:35.490

Jessica Lee: more willing to push back or maybe I just didn't think to look but i'm.

398

00:52:37.200 --> 00:52:40.920

Jessica Lee: like throwing in a gender neutral name and like instead of.

399

00:52:42.270 --> 00:52:52.440

Jessica Lee: Charlie and his sister could be like Charlie and their sibling or whatever, and just little things little tweaks here and there, or beyond the problematic things of.

400

00:52:54.000 --> 00:52:59.310

Jessica Lee: decaying bodies and their temperatures, which started here I don't think we'll ever.

401

00:53:00.810 --> 00:53:02.040

Jessica Lee: be like.

402

00:53:03.750 --> 00:53:03.990

it's a.

403

00:53:05.940 --> 00:53:06.390

Jessica Lee: Really.

404

00:53:06.450 --> 00:53:09.000

Jessica Lee: poor taste it'll be very bad optics.

405

00:53:10.380 --> 00:53:10.680

Jessica Lee: Doing.

406



00:53:12.390 --> 00:53:21.840

Brandie Waid: It and then JESSICA had also mentioned specifically a problem that was assigned about land and a father was.

407

00:53:22.110 --> 00:53:23.640

Jessica Lee: Oh yeah I had a kid like.

408

00:53:24.090 --> 00:53:34.170

Jessica Lee: The word problem I just took it from the textbook textbook it was like a father and his sons and a kid challenged me once I was like how come it's always a dad and sons.

409

00:53:35.190 --> 00:53:39.690

Jessica Lee: So, in the second version of that test, I made it a mom and her kids.

410

00:53:42.030 --> 00:53:47.370

Jessica Lee: And then she was like did you just say that because I cheap, I asked you about it, yes.

411

00:53:50.340 --> 00:53:50.700

Jessica Lee: But.

412

00:53:52.410 --> 00:53:55.710

Brandie Waid: hey I mean for listening to their feedback yeah.

413

00:53:57.060 --> 00:54:00.630

Brandie Waid: 3D I know that you like kind of popped into that role model.

414

00:54:01.980 --> 00:54:06.480

Brandie Waid: Towards the end, but do you have any you want to add anything about.

415

00:54:11.250 --> 00:54:27.570

Dewey Gottlieb (he/him): me, I think, with this what I was reflecting on you know when I was in the classroom and even when I see a lot of math problems today there's just constantly this use of comparing males and females in data using statistics it's a very common.

416

00:54:29.850 --> 00:54:36.360

Dewey Gottlieb (he/him): A common way to do some data analysis that nobody's like do that and I guess, I was just curious about how would you.

417

00:54:39.360 --> 00:54:48.780

Dewey Gottlieb (he/him): expand that you know, even in the problem that you were combat probably you know it's talking to the ratio boys two girls and two different classes, you know, would it be.

418

00:54:50.220 --> 00:54:51.390

Dewey Gottlieb (he/him): An example of what.

419

00:54:51.960 --> 00:54:56.880

Dewey Gottlieb (he/him): Could the arrows was saying that article to throw in another category, what would that be.

420

00:54:58.050 --> 00:54:58.350

Dewey Gottlieb (he/him): You know.

421

00:54:59.790 --> 00:55:00.390

Dewey Gottlieb (he/him): Gender.

422

00:55:01.860 --> 00:55:08.310

Dewey Gottlieb (he/him): Non binary or you know, and how does that change the mathematics, that the kids are being asked to learn.

423

00:55:09.480 --> 00:55:14.700

Dewey Gottlieb (he/him): And to me, I think it makes it more interesting because she you know more interesting questions that.

424

00:55:15.840 --> 00:55:17.130

Dewey Gottlieb (he/him): have to ask, but.

425

00:55:18.870 --> 00:55:24.780

Dewey Gottlieb (he/him): As I mean, I think the the the just recognizing these ways that we create or we just accept, I think.

426

00:55:26.850 --> 00:55:31.440

Dewey Gottlieb (he/him): These kind of binary ways of talking about people.

427

00:55:33.480 --> 00:55:41.100

Dewey Gottlieb (he/him): Now we can't change that now, so I was trying to what the wizard how I would have done it when I was when I was still in the classroom you know.

428

00:55:41.940 --> 00:55:48.480

Dewey Gottlieb (he/him): I would always have kids beginning of the year, one of the first thing I had students doing is getting the small groups and they had to just.

429

00:55:49.260 --> 00:55:55.950

Dewey Gottlieb (he/him): That the there were all these things they have to describe an Irish guy i've described by themselves, but it was like.

430

00:55:56.640 --> 00:56:03.240

Dewey Gottlieb (he/him): list all your or your group members in order from who is closest to school so they're all these things they have to talk about that were.

431

00:56:04.020 --> 00:56:12.840

Dewey Gottlieb (he/him): fairly safe but it forced them to talk to each other about say things and learn each other's names so they're writing their names down about different things and.

432

00:56:13.890 --> 00:56:16.560

Dewey Gottlieb (he/him): It would have been interesting to kind of go back to that in this kids.

433

00:56:18.330 --> 00:56:22.140

Dewey Gottlieb (he/him): You know what kind of mathematics, for example, ratios and proportions.

434

00:56:23.220 --> 00:56:28.620

Dewey Gottlieb (he/him): What kind of questions can we asked relief to that data, because they see themselves on back there I think that's the other component to it.

435

00:56:29.490 --> 00:56:39.450

Dewey Gottlieb (he/him): Like what Cairo and Kevin were saying with all these naked math problems which was just me algebra two is a lot of that a lot of symbolic manipulation, but still, you know.

436

00:56:40.350 --> 00:56:48.660

Dewey Gottlieb (he/him): When kids can see themselves in in anything they're learning it's a lot it's more interesting it's more engaging so you know.

437

00:56:49.770 --> 00:56:51.090

Dewey Gottlieb (he/him): that's just kind of provoked me to.

438

00:56:51.450 --> 00:56:56.220

Dewey Gottlieb (he/him): reflect upon those things that I didn't how I could have done differently yeah.

439

00:56:58.080 --> 00:57:00.480

Brandie Waid: Very good, one as well.

440

00:57:02.610 --> 00:57:04.950

Jessica Lee: dog lovers and non dog lovers.

441

00:57:05.370 --> 00:57:07.980

Jessica Lee: Coffee coffee drinkers.

442

00:57:11.160 --> 00:57:13.020

Brandie Waid: What if you're sometimes a coffee drinker.

443

00:57:15.030 --> 00:57:16.680

Jessica Lee: Stop challenging my binary.

444

00:57:17.550 --> 00:57:18.570  
Brandie Waid: Now i'm just being rude.

445  
00:57:20.790 --> 00:57:21.660  
Jessica Lee: He just leave.

446  
00:57:25.650 --> 00:57:26.730  
Brandie Waid: there's always make sure to do.

447  
00:57:31.050 --> 00:57:36.870  
Brandie Waid: That about how you can now do X gender marker.

448  
00:57:38.370 --> 00:57:40.650  
Brandie Waid: marker on your your passport so.

449  
00:57:41.880 --> 00:57:43.980  
Dewey Gottlieb (he/him): States are doing them with driver license as well.

450  
00:57:44.610 --> 00:57:46.260  
Brandie Waid: yeah exactly.

451  
00:57:46.530 --> 00:57:47.610  
Brandie Waid: And it's interesting.

452  
00:57:47.760 --> 00:57:51.120  
Brandie Waid: we're definitely not going to get creative insubordination sorry.

453  
00:57:52.290 --> 00:57:54.720  
Brandie Waid: For that, next week and next time but.

454  
00:57:55.920 --> 00:58:07.290  
Brandie Waid: it's interesting to hear the things that you're saying, particularly the things that come up in classrooms and students challenge and like what do we do in this situation, and you know.

455

00:58:08.400 --> 00:58:13.260

Brandie Waid: And I just think about like how which we'll get to in one of the later we're.

456

00:58:14.280 --> 00:58:25.680

Brandie Waid: kind of getting students to use these questions to challenge things as well, so it's not just us, because once they leave the world they're still going to encounter binary you know assumption.

457

00:58:26.880 --> 00:58:37.380

Brandie Waid: So, like what if we allow space for students to say you know, as I said, and me, whenever there's boys and girls and.

458

00:58:38.070 --> 00:58:47.130

Brandie Waid: So, like looking at that ratio of boys and girls problem and being like is there anything we're missing here Emily How does that change the math and like.

459

00:58:48.060 --> 00:59:05.490

Brandie Waid: What could we do, how would the problem change, how would we attempt it differently if we included non binary people are non binary people, the only you know other gender so those workflows and even just throwing in i'm thinking oh you're talking about desta about.

460

00:59:06.570 --> 00:59:11.070

Brandie Waid: You know if we kind of normalize and said they or their sibling.

461

00:59:13.410 --> 00:59:24.780

Brandie Waid: If we normalize that kind of language or uses the pronoun how many it doesn't have to be a whole lesson, it could just be like this is a problem we put in and if a student is like what is that.

462

00:59:25.650 --> 00:59:35.010

Brandie Waid: You explain it or have another student explain it and then it's just something that they were both to, and it was it like the lesson.

463

00:59:37.770 --> 00:59:39.150

Brandie Waid: that's something I think about a lot.

464

00:59:41.280 --> 00:59:49.260

Jessica Lee: it's receiving classes right now I got kids who make friends who saved my photos or attack helicopter to go look up what that meant.

465

00:59:51.090 --> 00:59:52.440

Brandie Waid: Attack helicopter.

466

00:59:53.700 --> 00:59:55.350

Brandie Waid: So I have to go what's up with me.

467

00:59:56.340 --> 01:00:01.050

Jessica Lee: Based off an Internet mean like people making fun of pronouns.

468

01:00:02.040 --> 01:00:02.760

Brandie Waid: Class again.

469

01:00:06.240 --> 01:00:07.770

Brandie Waid: How do we talk about the things we can.

470

01:00:10.560 --> 01:00:10.800

Do.

471

01:00:13.080 --> 01:00:14.400

Brandie Waid: But stuff like that comes up.

472

01:00:15.540 --> 01:00:17.340

Jessica Lee: it's it's interesting because.

473

01:00:18.360 --> 01:00:27.450

Jessica Lee: No one lot of my kids are very happy to throw words that we throw at them right back at us right they'll say things like.

474

01:00:28.170 --> 01:00:34.950

Jessica Lee: Like if i'm not quick enough to respond to a question or whatever, and like oh that's racist or sexist and like.

475

01:00:35.580 --> 01:00:47.700

Jessica Lee: that's interesting that they choose, those words because to me like they misbehave and then the big hulking at risk guy comes in and the room is silent when he walks in and i'm like.

476

01:00:48.510 --> 01:00:55.980

Jessica Lee: What, why do you give him more respect than you do to me like just cuz he looks three times bigger than me like.

477

01:00:57.000 --> 01:01:00.300

Jessica Lee: You want to talk about sex is sex right there like.

478

01:01:02.850 --> 01:01:03.210

Jessica Lee: I don't know.

479

01:01:03.330 --> 01:01:03.720

yeah.

480

01:01:06.450 --> 01:01:10.050

Brandie Waid: anyone else to talk about pronouns if they're.

481

01:01:11.700 --> 01:01:12.660

Brandie Waid: making fun of.

482

01:01:12.780 --> 01:01:13.260

or.

483

01:01:14.280 --> 01:01:15.810

Brandie Waid: You know, making it a bit of a joke.



484

01:01:17.430 --> 01:01:20.610

Kyle (he/him/el): Okay, I think that that's one of the things that.

485

01:01:21.990 --> 01:01:25.830

Kyle (he/him/el): repetition wins out right like they're doing it's going to get old.

486

01:01:27.150 --> 01:01:34.110

Kyle (he/him/el): They are kids we do have to remember that they think they're funny I think i'm funny like.

487

01:01:35.490 --> 01:01:38.460

Kyle (he/him/el): That so you know I do think it's okay.

488

01:01:40.140 --> 01:01:50.040

Kyle (he/him/el): To say I understand that you think this is funny but it's not funny to everyone, and then the repetition, that of that I think does one out I think they do mature into.

489

01:01:51.240 --> 01:01:53.850

Kyle (he/him/el): Oh, my God I hope they mature into it's the right thing to do.

490

01:01:53.940 --> 01:01:55.410

Kyle (he/him/el): We don't have a lot of evidence, though.

491

01:01:59.220 --> 01:02:01.920

Brandie Waid: yeah well and that makes me think of.

492

01:02:03.180 --> 01:02:07.290

Brandie Waid: know this idea of their job they're going to get old.

493

01:02:08.880 --> 01:02:11.910

Brandie Waid: and saying it may be funny to you, but it's not funny to everyone.

494

01:02:13.140 --> 01:02:22.740

Brandie Waid: It makes me think back to when I was in the classroom and you know kids would say something like you know that's so gay and I would always just be like don't say that.

495

01:02:23.760 --> 01:02:30.480

Brandie Waid: But I also don't think that was a good strategy now looking back because it just became a taboo thing if they were like ooh i'm going to try to say it.

496

01:02:31.530 --> 01:02:33.090

Brandie Waid: Just to annoy you.

497

01:02:34.200 --> 01:02:41.100

Brandie Waid: So I think you saying what you said about like it's not funny to everyone and then maybe following it with an explanation is a.

498

01:02:42.090 --> 01:02:57.540

Brandie Waid: Is a good conversation to have with kids or even just asking like what did you, what do you mean by that like, why do you why, why are you saying that why, if i'm not funny like or just having you know different conversations that process, a little bit.

499

01:03:00.420 --> 01:03:03.390

Brandie Waid: When they say things like that I remember, I was having.

500

01:03:06.660 --> 01:03:12.060

Brandie Waid: A conversation with someone and they said something like you know, this is not related to gender, but.

501

01:03:14.580 --> 01:03:23.850

Brandie Waid: It has something about the neighborhood was getting bad festival, I think the neighborhood getting fast I knew that they were saying this neighborhood was getting bad because, like people are leaving.

502

01:03:25.020 --> 01:03:37.590

Brandie Waid: But like asking them the questions So why did, why are you saying that and like getting them to actually get to the point where this is where your bias is showing up i'm like that is hurtful.

503

01:03:38.610 --> 01:03:47.220

Brandie Waid: Through questioning really changed the nature of the conversation, and then it wasn't like just don't say that, like kind of thing.

504

01:03:49.320 --> 01:03:51.390

Brandie Waid: Although sometimes when you get mad they just don't fit.

505

01:03:56.190 --> 01:03:56.550

Brandie Waid: i'm.

506

01:03:59.310 --> 01:04:01.650

Brandie Waid: Sorry, other thoughts or.

507

01:04:02.820 --> 01:04:10.110

Brandie Waid: questions that are coming up for y'all and our last six minutes, since we didn't get to stuff the good work really not much at all.

508

01:04:34.110 --> 01:04:36.660

Brandie Waid: want to choose.

509

01:04:40.440 --> 01:04:43.680

Brandie Waid: OK So these are the strategies.

510

01:04:44.760 --> 01:04:46.590

Brandie Waid: That are what.

511

01:04:47.700 --> 01:04:56.910

Brandie Waid: talks about for creative insubordination know they were oppressed explanation which is basically kind of what I was getting at earlier.

512

01:04:58.320 --> 01:04:59.460

Brandie Waid: counter with evidence.

513

01:05:00.570 --> 01:05:13.650

Brandie Waid: So gathering evidence, using the Masters tools, which is where you're also kind of using the Masters tools like using data driven instruction ideas and stuff to justify why you're doing the thing.

514

01:05:14.250 --> 01:05:22.620

Brandie Waid: Speaking allies fly under the radar and turn a rational issue is when we're on so we'll look more at those next time, but those.

515

01:05:23.790 --> 01:05:30.450

Brandie Waid: Are the things that we're going to look through as far as challenging next time we're also going to look at.

516

01:05:33.480 --> 01:05:45.090

Brandie Waid: Mathematical inquiry as described by Iran and should think about them more through the lens of problem posing so kind of similar to the Babylon Google bar.

517

01:05:47.160 --> 01:05:53.520

Brandie Waid: problem that we looked at the other thing and wondering we're going to do something similar to that, but through.

518

01:05:54.690 --> 01:05:56.010

Brandie Waid: Looking at the.

519

01:05:57.120 --> 01:05:57.900

Brandie Waid: Pay Gap.

520

01:05:59.220 --> 01:06:10.500

Brandie Waid: Which is usually presented between men and women and presenters and based on race and ethnicity, so it will look at that, as an example of problem, putting.

521

01:06:11.640 --> 01:06:19.410

Brandie Waid: Next time, and the other thing that I hope that you'll think about over the next two weeks is.

522

01:06:20.670 --> 01:06:30.360

Brandie Waid: I don't know, maybe it's print out those questions that game rible came up with, and you know as you're encountering word problems in your everyday life.

523

01:06:31.200 --> 01:06:47.790

Brandie Waid: and your work, or whatever you thought they see what happens, you know whether it's in your own classroom or you know with your student teachers or whatever, and then we'll share next week, if we came up with if we saw anything.

524

01:06:48.960 --> 01:06:49.980

Brandie Waid: As we were doing that.

525

01:06:51.480 --> 01:06:53.250

Brandie Waid: in question common.

526

01:06:54.720 --> 01:06:55.920

Brandie Waid: concern.

527

01:07:00.810 --> 01:07:01.950

Brandie Waid: Also watch this movie.

528

01:07:03.930 --> 01:07:05.340

Brandie Waid: I mean you don't have to but.

529

01:07:06.390 --> 01:07:07.050

Brandie Waid: it's just good.

530

01:07:08.610 --> 01:07:11.370

Brandie Waid: And if you don't know who probably maria's library was a.

531

01:07:13.620 --> 01:07:21.090

Brandie Waid: Essentially, a gender queer activists that was part of the women's rights and civil rights movement.

532

01:07:22.170 --> 01:07:26.100

Brandie Waid: And a lot of real estate uncensored ideas came from polyamory.

533

01:07:29.190 --> 01:07:29.790

Dewey Gottlieb (he/him): weeks ago.

534

01:07:30.090 --> 01:07:31.080

Brandie Waid: yeah oh yeah.

535

01:07:31.170 --> 01:07:32.280

Dewey Gottlieb (he/him): it's really good yeah.

536

01:07:33.540 --> 01:07:37.740

Dewey Gottlieb (he/him): And even her connection to the brown V Board of education.

537

01:07:38.610 --> 01:07:39.090

Brandie Waid: yeah.

538

01:07:39.180 --> 01:07:41.220

Dewey Gottlieb (he/him): That was that's surprised me as well.

539

01:07:43.140 --> 01:07:43.500

Brandie Waid: Right.

540

01:07:43.620 --> 01:07:48.390

Dewey Gottlieb (he/him): Exactly yeah the East her work she had done like a couple of decades before.

541

01:07:48.780 --> 01:07:49.020

Brandie Waid: and

542

01:07:49.260 --> 01:07:52.470

Dewey Gottlieb (he/him): The case on that was fascinating yeah.

543

01:07:54.510 --> 01:07:55.470

Brandie Waid: I got no credit very.

544

01:08:01.530 --> 01:08:05.520

Brandie Waid: Very cool and then next week, I sent an email but.

545

01:08:06.720 --> 01:08:14.640

Brandie Waid: About this, like last week but next week, I will be around crumb 737 3830 I said.

546

01:08:15.990 --> 01:08:22.260

Brandie Waid: For office hours with the same link So if you want to pop in, and you have questions or you know.

547

01:08:23.430 --> 01:08:28.380

Brandie Waid: just want to say hey and eat dinner with me sure come do it.

548

01:08:32.220 --> 01:08:38.070

Brandie Waid: But in the meantime I hope y'all have a good week until then we'll see a November 16.

549

01:08:39.750 --> 01:08:40.710

Kyle (he/him/el): Thanks so much brandi.

550

01:08:41.340 --> 01:08:42.480

Brandie Waid: Thank you y'all have a good.

551

01:08:42.480 --> 01:08:42.750

night.

552

01:08:44.160 --> 01:08:44.880

Dewey Gottlieb (he/him): Take care everyone.

553

01:08:48.720 --> 01:08:49.290

Brandie Waid: bye.