

SCHOOL OF EDUCATION & PROFESSIONAL STUDIES

Disciplined Inquiry in Education Seminar Series

November 19, 2025/Noon-1:00 p.m.

Literacy Center Balcony

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WHEN VOICES OF DISLIKE PRETEND SUPPORTING ADVOCACY IN MATHEMATICS TEACHER EDUCATION

Abstract. The presentation will reflect on survey feedback associated with master's level mathematics courses for elementary teachers solicited through the institutional program "MST Completers". Whereas the voices of academic completers have merit and are solicited by the administration towards the improvement of courses and programs, when such voices evince the dislike, and the critique provided by feedback demonstrates misconception of education, the feedback may not serve as advocacy of improvement. The presentation will provide specific responses towards critique focusing on the rejection of diverse perspectives in the development of mathematics, historical contributions of different cultures and civilizations into this development, and sternness of expectations of the teaching and learning standards that necessitate rigorous academic content.



