

AROUND THE LATTE STONE...

**A SPECIAL COLLABORATIVE SEMINAR SERIES BY THE
UNIVERSITY OF GUAM'S SCHOOL OF EDUCATION WITH
THE CHAMORRO STUDIES PROGRAM**

ABSTRACT:

This presentation will describe a recently-completed 6-year project entitled "Math and Culture In Micronesia—Integrating Societal Experiences" ("MACIMISE"). The project was funded by the Discovery Research K-12 section of the National Science Foundation, and administered by PREL in Honolulu, in collaboration with the College of Education at the University of Hawai'i at Mānoa. Inspired by recent research in ethnomathematics, MACIMISE was designed to test the hypothesis that students in American-affiliated Pacific Island (AAPI) classrooms would perform better in math classes if taught culturally-based math concepts and practices to supplement the regular curriculum. The project design involved three primary components:

1. Train a cohort of 22 AAPI math educators (who became known as "Macimisers") in curriculum design, educational theory, and qualitative research methods. The cohort all completed coursework for a MA or PhD in math education at UH Mānoa, with full tuition, travel, supplies, and additional support provided by NSF.
2. Macimisers develop a set of culturally-based, supplemental math units, using the cultural research they have conducted in their island communities and the curriculum design coursework they have completed as part of their degree programs at UH Mānoa.
3. Implement the culturally-based math units in selected AAPI classroom and assess the impact on students' interest and learning of mathematics.

Comprising ten US-AAPI sites (Guam, CNMI, Palau, 4 FSM states, Marshalls, Am. Samoa and Hawai'i), and committed equally to professional development/capacity building as well as to discovery research/hypothesis testing, this \$3.4M project was considered "high-risk" by NSF. In this talk, I will discuss the challenges that were faced, the lessons learned, and the project outcomes.



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