

13th International Congress on Mathematical Education
Hamburg, 24-31 July 2016

**CONNECTING MATHEMATICS, COMMUNITY, CULTURE AND PLACE:
PROMISE, POSSIBILITIES AND PROBLEMS**

CYNTHIA NICOL

University of British Columbia, Canada

The role of place in mathematics education is receiving increased attention for developing relational and responsive educational practices. Place-based mathematics education is an approach that draws focus to learning mathematics through connections to place, culture and local communities as a way of responding to local/global issues such as sustainability, equity, and decolonization. This paper presentation examines the nature of place-based mathematics education and how it extends the important projects of social justice mathematics education by specifically focusing on place and land education. As members of cultural groups we are shaped by the places we live. Living culturally in place means connections to place and land are formed over time. Thus, developing and understanding relationships to land and place is key to building relationships with communities, especially Indigenous communities. This paper explores how relationships with place and culture can be inspirations for learning and teaching mathematics. Following a critical examination of place and land based mathematics education specific examples of projects that connect mathematics, community and culture along with the challenges and possibilities they offer are discussed. These projects, located in Haida Gwaii on the ancestral lands of the Haida Indigenous peoples in Canada's Pacific Northwest coast, provide holistic ways of understanding relational and responsive mathematics education practices.

Keywords: place; land; culture; community, social justice mathematics; teacher education; teaching practices.