ABSTRACT: In a 2015 article in the MAA Focus Francis Su introduced the term mathematical microaggression which refers to the subtle ways in which mathematical authorities use language, behavior, and assumptions that communicate negative messages to students that they do not belong in mathematics. This talk will share the results of an analysis of the reflections of 173 undergraduate mathematics students who were asked to read and reflect on Su’s article. Findings from a preliminary analysis by our research team show that students experienced different types of mathematical microaggressions, including microslights, microinsults, and environmental microaggressions. Students indicated that they have perceived receiving them from teachers, peers, and also textbooks. Our analysis revealed that women were more likely to report experiences with math microaggressions than men. Future analysis will look more closely at how the three types of math microaggressions are experienced across racial and ethnic groups and gender. This study supports the need to investigate this phenomenon further and to develop practices that create more inclusive spaces in mathematics classrooms.

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