





“Making can provide profound opportunities for youth... to expand their identities to include ‘I am a person who does math!’”

Pre-Workshop Forum

- Equity, access, social justice
- Everyday making, funds of knowledge
- Authentic integration
- Intentional and emergent math
- Facilitation and design
- Explicitness of math

The Next Two Days

Day 1: Connecting the making/tinkering and informal math communities, coming to understand one another's perspectives and challenges

Day 2: Making plans for future action: New collaborations, initiatives or meetings—or even just a new perspective

Broadening the Notion of “Math”

“There are two versions of math in the lives of many <people>: the strange and boring subject that they encountered in classrooms and an interesting set of ideas that is the math of the world, and is curiously different and surprisingly engaging.”

-Jo Boaler, What’s Math Got To Do With It?

Math Myths/Assumptions

Adding math to an activity makes it less creative.

It's only math if it involves numbers and computation.

Math is “head-based” and abstract.

“Making” Myths/Assumptions

Making always involves technology.

Making is a new activity that requires special equipment and a dedicated space.

Math making

math in the making

New York Hall of Science

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