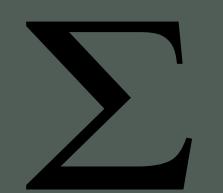




SCAN ME

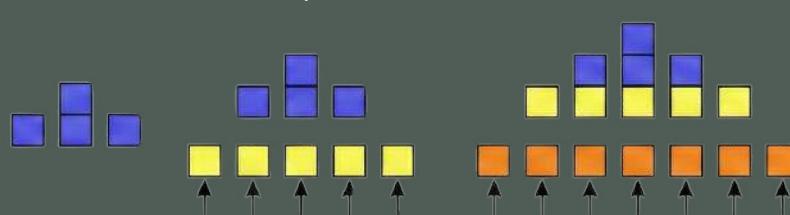


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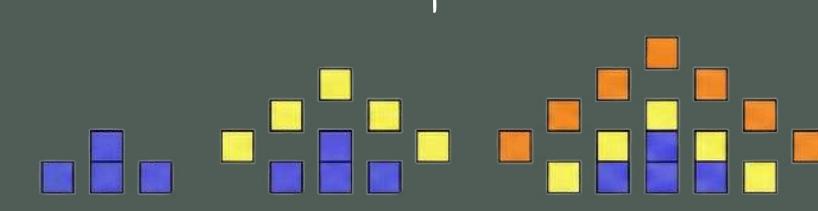
COUNTRY England, United Kingdom
AFFILIATION Stanford University
RESEARCH TOPICS Mathematics education

» Diversity enhances life,
and it enhances mathematics! «

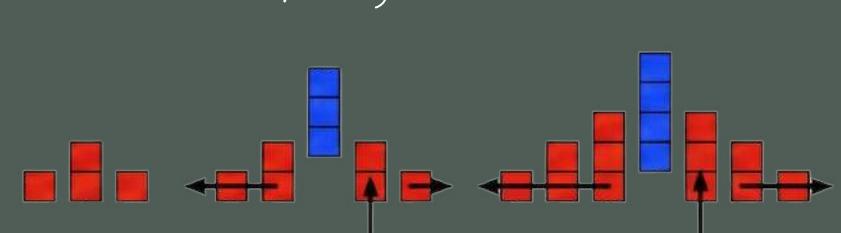
The bowling alley method



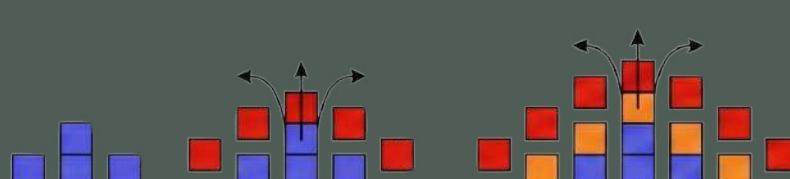
The raindrop method



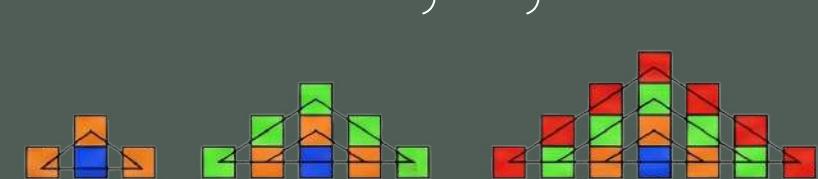
The parting of the red sea



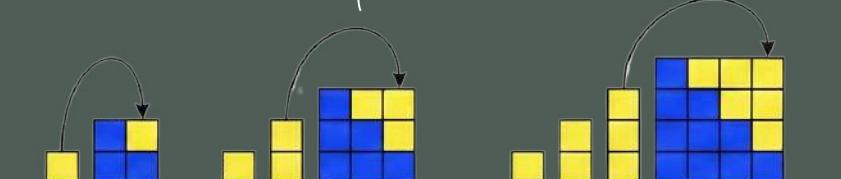
The volcano method



The triangular growth



The square method



» For many years, I've been sharing messages of equity – about how, when we **open mathematics and make it more visual and creative**, and give different messages to learners, equitable outcomes result. Not everybody wants to hear this message, though. Some people who are inside the STEM castle want to keep the door shut, or only invite other people into the castle who look like them and seem like them. «

» I had a teacher who was a woman, and who was different from any other teacher I've had. And she asked us questions like "**do you want to know why this works?**" I really loved that, and I loved her teaching. And it was really in those years of teaching that I started to see maths differently as this more visual and creative subject. «

» My advice for learners of any age is this: **if you meet challenges, embrace them, they're really great things for your brain**. If you come up against barriers, find ways around them. There are always different ways to think, to work, and to act. If you meet opposition, as I did, connect with other people – that's important – and **always reach for the stars**, because even if you don't reach them, setting out on that journey will be helpful, especially if the perspective you take is limitless. «

» As a society - not only in our schools - **we need to calibrate our cultural fear of being wrong and struggling**, as they are both times of great importance and value - for our brain's development of knowledge and creativity «