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What Mathematics, and for Whom Exactly?

Who is mathematics for, and what do mathematicians look like? These two questions sit at the heart of a growing equity conversation that the mathematical community can no longer afford to leave at the classroom door. Drawing on doctoral research conducted with the Toronto District School Board, this lecture examines how the overall school experience and emotional well-being of racialized secondary students relate to their mathematics achievement. Additionally, through video excerpts of prospective teachers reflecting on their postsecondary mathematics journeys, the talk invites participants to confront some uncomfortable but important questions: Are we teaching for our own pleasure, or so a diverse student population can genuinely understand? Who gets called good at math, who does not, and what messages travel forward into the next generation? The session closes by questioning how emerging technologies may be reshaping the relationship between learners and instructors.