

## **Incorporating Cultural Assets in Yucatec Maya Mathematics Classrooms.**

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**Abstract :** In Yucatec Maya middle schools in the Yucatán, mathematics scores are low and high school dropout rates are high. While addressing larger social and economic causes is crucial, improving mathematics instruction is a feasible approach. This paper draws from a six-month ethnographic, mixed-method study documenting two cultural approaches to problem solving. It explores the extent to which middle school mathematics instruction capitalizes upon these cultural assets and pilots two real-life mathematics tasks that incorporate them. Findings add details to the school/community culture gap around mathematics knowledge and have implications for mathematics education for marginalized students in México and the US.

**Keywords :** math education, indigenous, Maya, cultural assets, secondary school, teacher education

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