Students:  
In-service grades 6 to 12 mathematics teachers.

Student Success:  
(1) Learn in digitally mediated environments.  
(2) Build mathematical content knowledge.  
(3) Build math pedagogical content knowledge.  
(4) Build pedagogical knowledge for interculturally competent teaching.

Evidence of Success:  
• Grades in face-to-face, hybrid, and distance courses;  
• Performance on annual tests of mathematical knowledge & pedagogical content knowledge (PCK);  
• Responses to technology surveys;  
• Responses to pre/post Intercultural Development Inventory.

Challenges related to student success:  
+ How to scaffold the linking of math, culture, & teaching? How do we deeply engage students and staff in materials to support them in understanding math, culture, and teaching and how to implement same for impact on practice?  
+ Support for technology literacy growth (also for professors!).  
+ Ways to communicate accessibly and effectively about culture.  
+ Developing and effectively implementing in coursework a theory of interculturally competent mathematics pedagogical content knowledge.

Questions about student success for the viewer:  
+ How much change is reasonable to target?  
+ What constellation of professional insights are available to newer teachers versus more experienced teachers (in the areas of content, PCK and ICC)?  
+ What are the particular challenges for adult digital immigrants when interacting with digital natives? In what ways does this involve a form of cross-cultural communication?  
+ How to offer and refine an interculturally competent view of pedagogical content knowledge for research and instruction?

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