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Collaborative Teaching: Math History and Ethno-mathematics.

There has been a growing recognition among educators of the important role through intercampus collaboration can have in enhancing many aspects of teaching and learning. Collaborative teaching is valuable for promoting integrative thinking but it is costly to commit a couple of faculty members to one course. However, this major university sees the benefits and is willing to go the extra mile to facilitate in the improvement of instruction. The collaboration will be between a mathematics course of the History of Mathematics and a mathematical educator's course of Ethno-mathematics. The primary purpose of this study is to provide students with an alternative lens to view mathematical knowledge as it transpired across civilizations and within various non-western cultures and to help endow students with the necessary predispositions to look at the world through ethno-mathematical eyes. That is, this course dovetails two components: the exploration of the historical development of mathematics and second, culturally immersing students firsthand in a field experience of an authentic, elusive, and problematic diverse setting. The purpose of this talk is to describe the impact of this collaborative teaching and learning experience as well as student perceptions. (Received September 12, 2017)