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Impact of Human Resource Capital on Student Engagement in Communities of Practice and Mathematics Identities.

Student learning in the mathematics classroom is described as being social and personal. The personal component involves students' human resource capital, including but not limited to students' prior knowledge [human capital], attitudes [personal capital], and social skills and/or cultural values [sociocultural capital] that they bring into the classroom (Gordon, 1999). The instrumental case study focused on African American and Latino/a middle school students' views of how these forms of human resource capital impacted their engagement in the mathematics classroom as a community of practice. As well, the students were asked to further articulate how this engagement led to the development of their mathematics identities. Data were collected from (a) individual and focus group interviews and (b) participants' weekly journal logs. (Received August 15, 2007)