

1125-H1-2454 **John Kellermeier***, kellermeierjh@gmail.com. *Using Context to Address Social Justice Issues in the Statway Classroom.*

Statway is a student success program developed by the Carnegie Foundation that is designed to take developmental math students to and through completion of a college level statistics course. Over the past six years, this program has proved to be highly successful, resulting in triple the college credit completion rate of students in half the time.

A key aspect of the Statway curriculum is the use of contexts relevant to student's lives. Effort has been made to make these contexts both relevant and culturally appropriate, and we are investigating the use of contexts to specifically address issues of social justice in the Statway classroom.

Any lesson in teaching mathematics in an applied fashion always has two curricula, an explicit curriculum and an implicit curriculum. The explicit curriculum includes the mathematical content of the lesson while the implicit curriculum reflects that which is learned through and about the lesson context. This presentation will give examples of the implicit curriculum in a statistics course that can be leveraged to promote understandings of social justice. In particular, we explore how lesson contexts can be used to (1) increase awareness and cultural competence and (2) address issues of equity, diversity and social justice. (Received September 20, 2016)