1145-D1-2962 **Mara Alagic***, mara.alagic@wichita.edu. *Learning to Love Math through the Exploration of Art in Culturally Responsive Context.* Preliminary report.

Existing research demonstrates that students more easily make sense of mathematical concepts and phenomena when their understanding of it is linked to meaningful cultural referents, it is connected not only to their cultural knowledge but even cultural knowledge of others they are curious to explore. This statement, emerging from cultural anthropology, captures the essence of a culturally relevant perspective. Preservice elementary teachers completed a project whereby they created an artistic representation of a mathematics concept of their choice reflective of a cultural context. In this paper, we illustrate how they are beginning to rethink their ways of conceptualizing mathematical ideas by developing visual, creative representations of familiar mathematical concepts. Their MathArt project is a part of a longitudinal study focused on developing math-related pedagogical content knowledge in the culturally responsive learning environment. An eclectic collection of produced works demonstrated various interpretations of the assignment. In this paper, a very brief theoretical background for this work is provided as well as a sample of preservice elementary teachers' works with the accompanying reflections. (Received September 25, 2018)