

At two of the Focus groups, participants discussed learning about other cultures so that students from those cultures felt less excluded.

Three groups: Encouraging students to think more critically & reflectively about maths culture / curriculum

Ideas for diversifying the curriculum (not implemented)

Two groups: Politicising the curriculum - relating to current issues engages students & gets them thinking about EDI issues in maths

Participants reported a lack of time to prepare materials & a desire to learn to properly approach these topics

At one Focus group, moving away from named Theorems was discussed

All groups: promoting soft-skills - writing professionally, group work etc

Two groups; Discussing ethical issues in mathematics using historical examples

Two groups: Reading groups for students

At two of the Focus groups, the careful mixing of students from different backgrounds was discussed

Examples of how the curriculum can be diversified

All groups: Flipping the classroom & other ways of changing power dynamics in lectures

Two groups: using historical context to demystify mathematical processes

Three groups: Bringing back alumni, using current mathematicians & lecturing staff as role models

Three groups: Where possible, including biographies of lesser known mathematicians from minority groups in course materials

All groups: Using historical examples to eradicate the idea of the lone, white, middle-class male mathematician

Thoughts about phrase
"diversifying the curriculum"

Decolonising is an inflammatory word - better to use "diversify"

Edinburgh: "EDI" provides more context than "diversity"

Two groups: Exclusionary social norms in maths departments

Leeds: Examination methods can be exclusive

Leeds: Pure mathematics put on pedestal

How is HE experienced as exclusive

Two groups: how expectations of students from minority groups

All groups: Set idea of lone, white, middle-aged, male mathematician

Three groups: Exclusionary language used in curriculum.

Two groups: Cultural distance from HE institutions can exclude students / deprive them of soft-skills

Two groups: Theorems not named after non-western mathematicians

Three groups: Soft skills undervalued by some mathematicians / particular institutions / certain research areas.

All groups: Limited space in curriculum for discussing diversity.

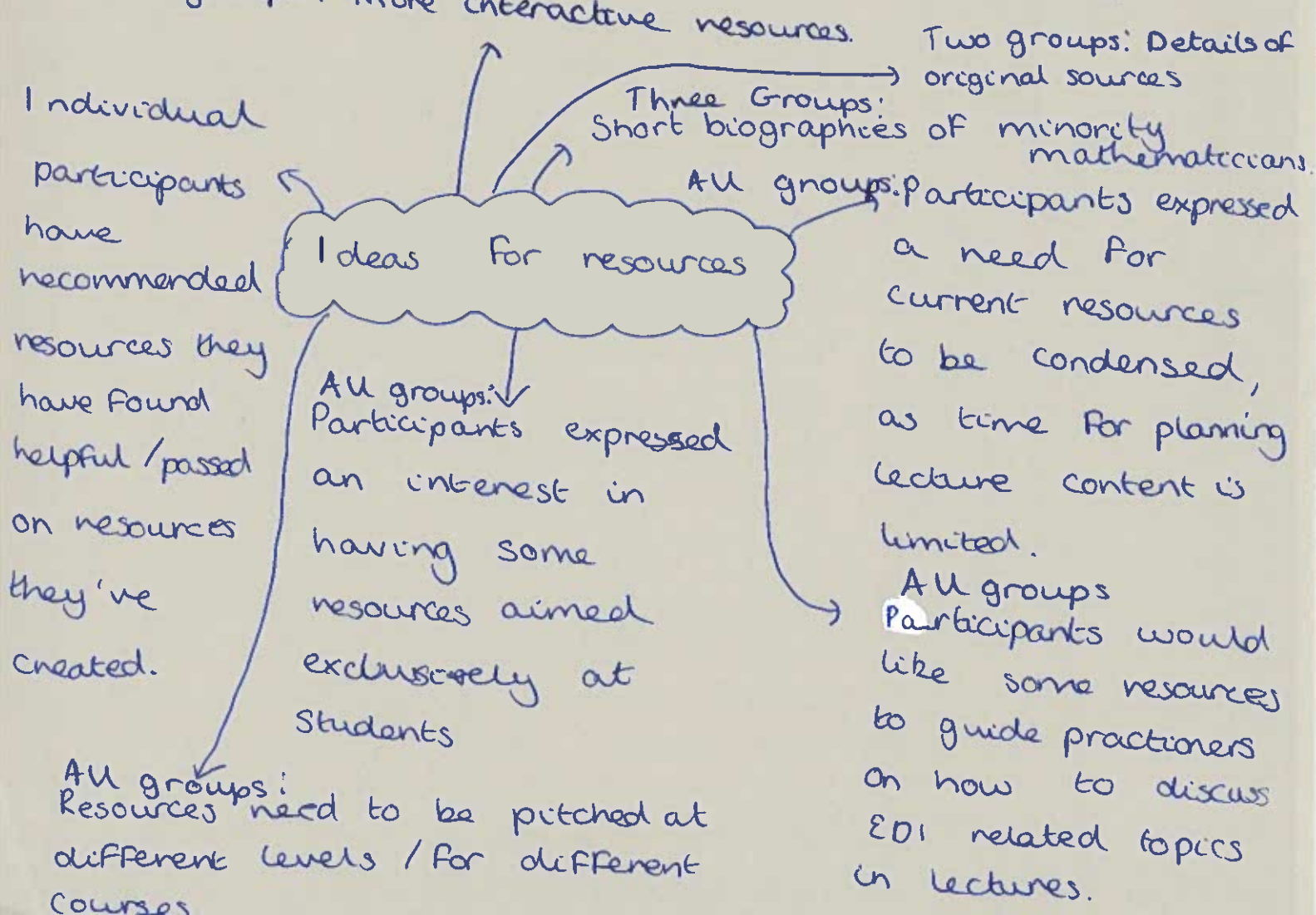
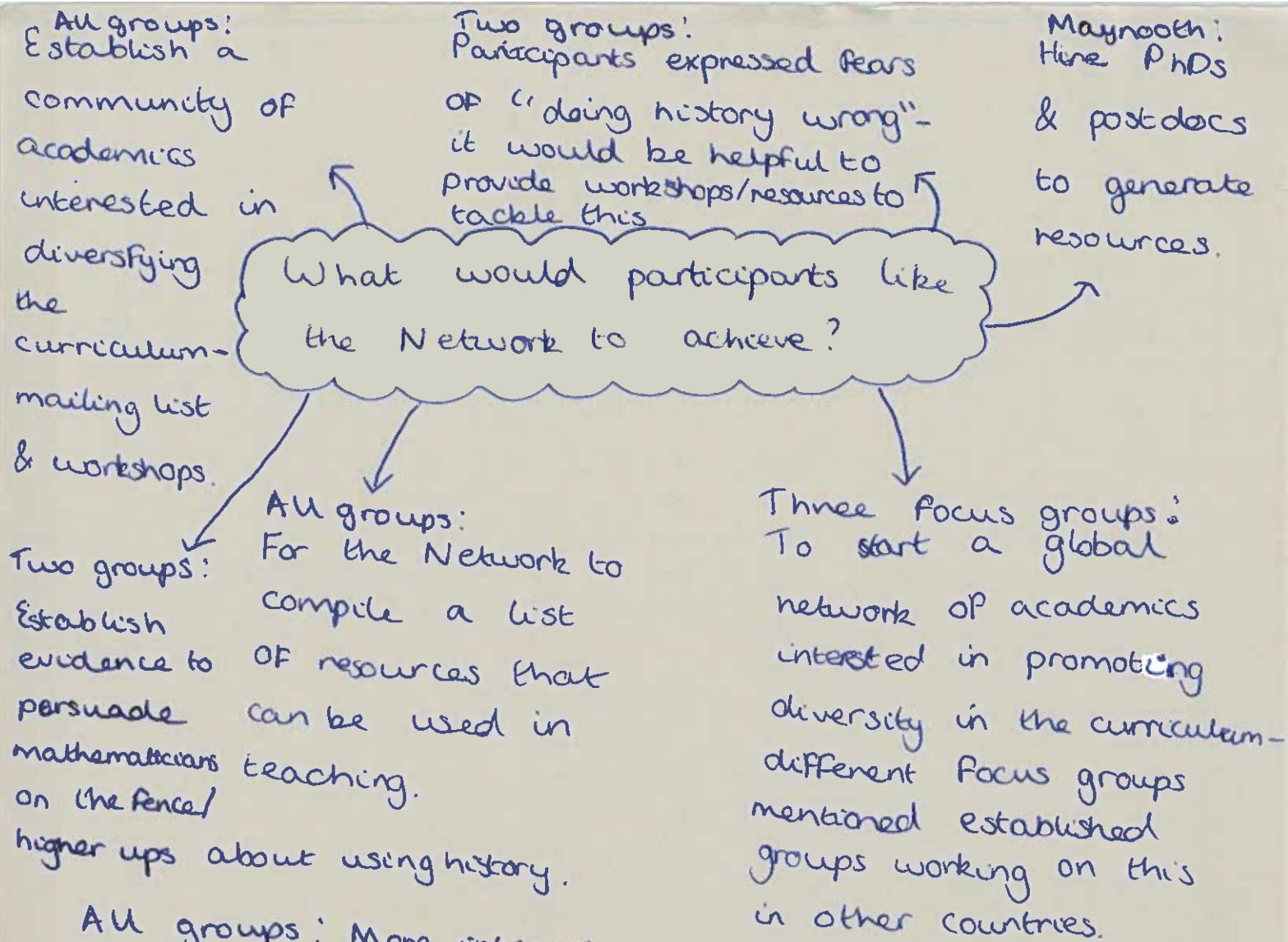
Barriers to diversifying curricular

Three groups: History is often undervalued by mathematicians

Two groups: Fear of incorrectly implementing historical content.

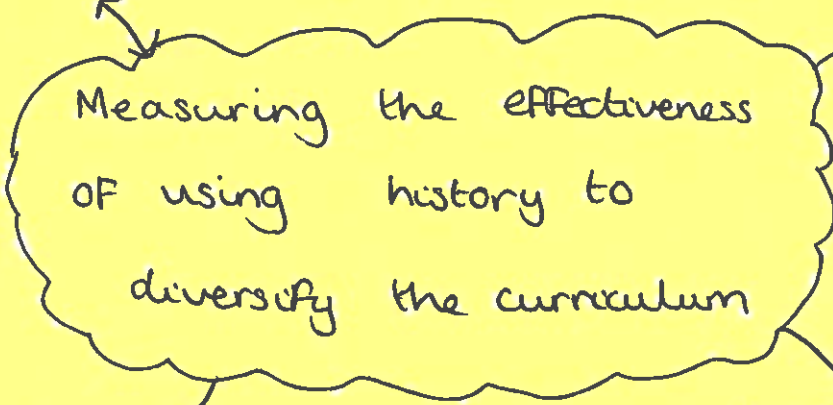
All groups: Lack of time to prepare resources

Three groups: Mathematicians can have set idea about "proper maths"



Maynooth: A universal Design approach should be used to develop resources.

Maynooth: Feed back forms can be used to gauge students feelings about initiatives



Measuring the effectiveness of using history to diversify the curriculum

Two groups: Results may be a way to get buy-in from the top & mandate change.

Needs: looking at the grades of students who've taken maths modules including history of maths is a way of assessing effectiveness.

Maynooth: Important to include students in developing resources as lectures may be wrong about what would be helpful.



Other comments

Three groups: History should be introduced in a history of maths module but reinforced in other modules.

Three groups: Contextualising maths motivates students & demystifies maths.

Two groups: Buy in from the top is a big factor in making impactful changes & increasing implementation