

Mathematics identities are complex and evolving, which is why digital stories help children explore and share how their sense of their mathematical selves comes from the places they know and the things they see.

**New Challenges & Next Steps**

*Originally, this was supposed to happen in a school setting. But due to COVID-19, we shifted this project to community and after school centers. This opened space for Community Adult Educators to bring in personal and community knowledge to help children deepen their mathematics stories. Next, moving this work into Asian American communities to explore stories often untold or shared.*

**Equity**

*The Digital Mathematics Storytelling approach involves a family and community funds of knowledge framework, opening spaces students of color or from multilingual communities to share counter-stories of the mathematics knowledge they hold that directly contradict the ways they and their communities are positioned mathematically.*

**Lessons Learned & Insights Gained**

1. *Making mathematics video stories is not easy. Comfort with editing, personal vulnerability, and visual communication skills play major factors.*
2. *The sharing of the stories is just as important as the making of the stories. The discussions of the stories only comes from student sharing their stories with each other.*
3.

**Digital Mathematics Storytelling: Fraction Stories from Urban Emergent Communities**

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Project Overview: Digital Storytelling with children in urban emergent communities, this project aims to create protocols that children can use to document, share, and showcase the rich mathematical knowledge that exists in their own families and communities.