

WHY ARE ASIANS GOOD AT MATH

WHY ARE ASIANS GOOD AT MATH IS A QUESTION THAT HAS INTRIGUED EDUCATORS, RESEARCHERS, AND PARENTS ALIKE FOR MANY YEARS. THIS TOPIC INVOLVES A MULTIFACETED EXPLORATION OF CULTURAL, EDUCATIONAL, PSYCHOLOGICAL, AND SOCIAL FACTORS THAT CONTRIBUTE TO THE CONSISTENTLY STRONG PERFORMANCE OF MANY ASIAN STUDENTS IN MATHEMATICS. UNDERSTANDING THE REASONS BEHIND THIS PERCEPTION REQUIRES EXAMINING THE INFLUENCE OF CULTURAL VALUES, TEACHING METHODS, FAMILY EXPECTATIONS, AND COGNITIVE APPROACHES TO LEARNING MATH. ADDITIONALLY, IT IS IMPORTANT TO CONSIDER THE IMPACT OF SOCIETAL ATTITUDES TOWARD EDUCATION AND THE ROLE OF DISCIPLINE AND PRACTICE IN MASTERING MATHEMATICAL SKILLS. THIS ARTICLE EXPLORES THESE DIMENSIONS IN DETAIL TO PROVIDE A COMPREHENSIVE VIEW OF WHY MANY ASIANS EXCEL IN MATHEMATICS AND WHAT LESSONS CAN BE DRAWN FROM THEIR SUCCESS. THE FOLLOWING SECTIONS WILL DELVE INTO CULTURAL INFLUENCES, EDUCATION SYSTEMS, LEARNING STRATEGIES, AND PSYCHOLOGICAL FACTORS THAT COLLECTIVELY SHAPE MATHEMATICAL ACHIEVEMENT.

- CULTURAL VALUES AND ATTITUDES TOWARD EDUCATION
- EDUCATION SYSTEMS AND TEACHING METHODS IN ASIA
- PARENTAL INFLUENCE AND FAMILY EXPECTATIONS
- LEARNING STRATEGIES AND STUDY HABITS
- PSYCHOLOGICAL AND COGNITIVE FACTORS

CULTURAL VALUES AND ATTITUDES TOWARD EDUCATION

EMPHASIS ON EDUCATION AS A PATH TO SUCCESS

IN MANY ASIAN CULTURES, EDUCATION IS VIEWED AS A CRITICAL PATHWAY TO PERSONAL AND PROFESSIONAL SUCCESS. THE SOCIETAL EMPHASIS ON ACADEMIC ACHIEVEMENT FOSTERS A STRONG MOTIVATION AMONG STUDENTS TO EXCEL IN SUBJECTS SUCH AS MATHEMATICS. MATHEMATICS, BEING A CORE SUBJECT, OFTEN RECEIVES PARTICULAR ATTENTION AS IT IS SEEN AS A FOUNDATION FOR CAREERS IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) FIELDS. THIS CULTURAL MINDSET ENCOURAGES PERSISTENCE, DISCIPLINE, AND A COMMITMENT TO MASTERING CHALLENGING CONCEPTS.

RESPECT FOR TEACHERS AND AUTHORITY

ANOTHER CULTURAL ASPECT THAT INFLUENCES MATHEMATICAL PERFORMANCE IS THE DEEP RESPECT FOR TEACHERS AND EDUCATIONAL AUTHORITY FIGURES. IN MANY ASIAN SOCIETIES, STUDENTS ARE MORE LIKELY TO FOLLOW INSTRUCTIONS CAREFULLY AND ADHERE TO CLASSROOM NORMS, WHICH CONTRIBUTES TO A FOCUSED AND DISCIPLINED LEARNING ENVIRONMENT. THIS RESPECT ALSO PROMOTES A STRONG STUDENT-TEACHER RELATIONSHIP THAT SUPPORTS EFFECTIVE KNOWLEDGE TRANSFER AND ACADEMIC GROWTH.

EDUCATION SYSTEMS AND TEACHING METHODS IN ASIA

STRUCTURED CURRICULUM AND RIGOROUS STANDARDS

ASIAN EDUCATION SYSTEMS OFTEN FEATURE HIGHLY STRUCTURED CURRICULA WITH RIGOROUS STANDARDS FOR MASTERY OF MATHEMATICAL CONCEPTS. THE CURRICULUM IS DESIGNED TO BUILD FOUNDATIONAL SKILLS PROGRESSIVELY, ENSURING THAT STUDENTS DEVELOP A DEEP UNDERSTANDING OF MATHEMATICS. REGULAR ASSESSMENTS AND HIGH EXPECTATIONS PUSH STUDENTS TO MAINTAIN CONSISTENT PERFORMANCE THROUGHOUT THEIR EDUCATION.

FOCUS ON PRACTICE AND REPETITION

PRACTICE AND REPETITION ARE CENTRAL TO MATH EDUCATION IN MANY ASIAN COUNTRIES. STUDENTS FREQUENTLY ENGAGE IN SOLVING NUMEROUS PROBLEMS TO REINFORCE THEIR SKILLS AND IMPROVE ACCURACY. THIS METHODICAL APPROACH TO LEARNING MATHEMATICS HELPS STUDENTS INTERNALIZE PROCEDURES AND DEVELOP PROBLEM-SOLVING EFFICIENCY.

USE OF SUPPLEMENTARY EDUCATION AND EXTRA CLASSES

SUPPLEMENTARY EDUCATION, SUCH AS AFTER-SCHOOL TUTORING AND CRAM SCHOOLS, PLAYS A SIGNIFICANT ROLE IN REINFORCING MATH SKILLS. THESE ADDITIONAL LEARNING ENVIRONMENTS PROVIDE PERSONALIZED INSTRUCTION AND EXTRA PRACTICE OPPORTUNITIES, ALLOWING STUDENTS TO ADDRESS WEAKNESSES AND DEEPEN THEIR UNDERSTANDING.

PARENTAL INFLUENCE AND FAMILY EXPECTATIONS

HIGH PARENTAL EXPECTATIONS AND SUPPORT

PARENTS IN MANY ASIAN FAMILIES OFTEN SET HIGH ACADEMIC EXPECTATIONS FOR THEIR CHILDREN, PARTICULARLY IN MATHEMATICS. THIS PRESSURE IS COUPLED WITH STRONG PARENTAL INVOLVEMENT, INCLUDING MONITORING HOMEWORK, ENCOURAGING STUDY ROUTINES, AND ARRANGING EXTRA TUTORING. SUCH INVOLVEMENT HELPS CREATE A SUPPORTIVE ENVIRONMENT CONDUCTIVE TO ACADEMIC SUCCESS.

VALUING HARD WORK OVER INNATE ABILITY

MANY ASIAN FAMILIES EMPHASIZE THE VALUE OF HARD WORK AND PERSEVERANCE RATHER THAN RELYING SOLELY ON INNATE INTELLIGENCE. THIS GROWTH MINDSET ENCOURAGES CHILDREN TO VIEW CHALLENGES IN MATH AS OPPORTUNITIES TO IMPROVE THROUGH EFFORT AND PRACTICE, FOSTERING RESILIENCE AND SUSTAINED MOTIVATION.

LEARNING STRATEGIES AND STUDY HABITS

CONSISTENT STUDY SCHEDULES AND DISCIPLINE

EFFECTIVE TIME MANAGEMENT AND DISCIPLINED STUDY HABITS ARE COMMON AMONG STUDENTS WHO EXCEL IN MATHEMATICS. REGULAR, FOCUSED STUDY SESSIONS HELP REINFORCE LEARNING AND PREVENT LAST-MINUTE CRAMMING, LEADING TO BETTER RETENTION AND UNDERSTANDING OF MATHEMATICAL CONCEPTS.

COLLABORATIVE LEARNING AND PEER SUPPORT

GROUP STUDY AND PEER COLLABORATION ARE OFTEN ENCOURAGED, ALLOWING STUDENTS TO DISCUSS PROBLEMS, SHARE

STRATEGIES, AND LEARN FROM EACH OTHER. THIS COLLABORATIVE ENVIRONMENT ENHANCES COMPREHENSION AND ALLOWS FOR DIVERSE APPROACHES TO PROBLEM-SOLVING.

UTILIZATION OF VISUAL AND PRACTICAL METHODS

MANY ASIAN EDUCATORS INCORPORATE VISUAL AIDS, MANIPULATIVES, AND PRACTICAL APPLICATIONS TO MAKE ABSTRACT MATHEMATICAL CONCEPTS MORE ACCESSIBLE. THIS MULTIFACETED APPROACH HELPS STUDENTS GRASP COMPLEX IDEAS AND RELATE THEM TO REAL-WORLD SCENARIOS.

PSYCHOLOGICAL AND COGNITIVE FACTORS

GROWTH MINDSET AND RESILIENCE

THE BELIEF THAT INTELLIGENCE AND ABILITIES CAN BE DEVELOPED THROUGH DEDICATION AND HARD WORK IS A KEY PSYCHOLOGICAL FACTOR. STUDENTS NURTURED WITH THIS GROWTH MINDSET ARE MORE LIKELY TO PERSIST IN THE FACE OF DIFFICULTIES AND VIEW ERRORS AS LEARNING OPPORTUNITIES RATHER THAN FAILURES.

STRONG NUMERICAL AND ANALYTICAL SKILLS

RESEARCH SUGGESTS THAT SOME ASIAN STUDENTS DEVELOP STRONGER NUMERICAL INTUITION AND ANALYTICAL SKILLS DUE TO EARLY AND CONSISTENT EXPOSURE TO MATH-RELATED ACTIVITIES. THESE COGNITIVE ABILITIES CONTRIBUTE TO THEIR APTITUDE AND CONFIDENCE IN HANDLING MATHEMATICAL TASKS.

GOAL-SETTING AND SELF-MOTIVATION

MANY HIGH-ACHIEVING MATH STUDENTS SET CLEAR ACADEMIC GOALS AND ARE INTRINSICALLY MOTIVATED TO REACH THEM. THIS SELF-DRIVEN ATTITUDE PROMOTES SUSTAINED EFFORT AND CONTINUOUS IMPROVEMENT, ESSENTIAL FOR MASTERING ADVANCED MATHEMATICAL CONCEPTS.

SUMMARY OF FACTORS CONTRIBUTING TO MATHEMATICAL EXCELLENCE

- DEEP-ROOTED CULTURAL RESPECT FOR EDUCATION AND AUTHORITY
- STRUCTURED AND RIGOROUS EDUCATION SYSTEMS FOCUSING ON MASTERY
- STRONG PARENTAL INVOLVEMENT AND EMPHASIS ON EFFORT
- EFFECTIVE LEARNING STRATEGIES INCLUDING REPETITION AND COLLABORATION
- PSYCHOLOGICAL RESILIENCE AND GROWTH MINDSET FOSTERING PERSISTENCE

FREQUENTLY ASKED QUESTIONS

WHY IS THERE A STEREOTYPE THAT ASIANS ARE GOOD AT MATH?

THE STEREOTYPE THAT ASIANS ARE GOOD AT MATH STEMS FROM CULTURAL VALUES EMPHASIZING EDUCATION, PARENTAL EXPECTATIONS, AND STRONG WORK ETHIC, AS WELL AS SOME EDUCATIONAL SYSTEMS FOCUSING HEAVILY ON MATH PROFICIENCY.

ARE ASIANS INHERENTLY BETTER AT MATH DUE TO GENETICS?

NO, THERE IS NO SCIENTIFIC EVIDENCE SUPPORTING THE IDEA THAT ASIANS ARE INHERENTLY BETTER AT MATH DUE TO GENETICS. MATHEMATICAL ABILITY IS INFLUENCED BY A COMBINATION OF ENVIRONMENT, EDUCATION, AND PRACTICE, NOT RACE.

HOW DOES EDUCATION IN MANY ASIAN COUNTRIES CONTRIBUTE TO MATH SKILLS?

MANY ASIAN COUNTRIES HAVE RIGOROUS EDUCATION SYSTEMS WITH A STRONG FOCUS ON MATH FROM AN EARLY AGE, INCLUDING LONGER SCHOOL HOURS, ADDITIONAL TUTORING, AND EMPHASIS ON MASTERY OF MATHEMATICAL CONCEPTS.

WHAT CULTURAL FACTORS INFLUENCE ASIANS' SUCCESS IN MATH?

CULTURAL FACTORS SUCH AS HIGH PARENTAL EXPECTATIONS, RESPECT FOR TEACHERS, EMPHASIS ON DISCIPLINE, AND VALUING ACADEMIC ACHIEVEMENT CONTRIBUTE TO ASIANS' SUCCESS IN MATH.

DOES THE STEREOTYPE ABOUT ASIANS AND MATH CREATE PRESSURE?

YES, THE STEREOTYPE CAN CREATE SIGNIFICANT PRESSURE ON INDIVIDUALS TO MEET HIGH EXPECTATIONS, WHICH MAY CAUSE STRESS AND ANXIETY, AND SOMETIMES OVERLOOK DIVERSE TALENTS AND INTERESTS.

ARE ALL ASIANS GOOD AT MATH?

NO, NOT ALL ASIANS ARE GOOD AT MATH. LIKE ANY GROUP, INDIVIDUALS HAVE A WIDE RANGE OF ABILITIES AND INTERESTS, AND MATHEMATICAL SKILL VARIES GREATLY AMONG PEOPLE.

HOW DOES MINDSET AFFECT MATH PERFORMANCE AMONG ASIANS?

A GROWTH MINDSET, WHICH IS COMMON IN MANY ASIAN CULTURES, ENCOURAGES PERSISTENCE AND LEARNING FROM MISTAKES, HELPING INDIVIDUALS IMPROVE THEIR MATH SKILLS THROUGH EFFORT AND PRACTICE.

CAN NON-ASIAN STUDENTS ACHIEVE SIMILAR MATH SUCCESS?

ABSOLUTELY. WITH PROPER EDUCATION, ENCOURAGEMENT, AND PRACTICE, STUDENTS OF ANY BACKGROUND CAN ACHIEVE HIGH LEVELS OF MATH PROFICIENCY.

WHAT ROLE DO AFTER-SCHOOL PROGRAMS AND TUTORING PLAY?

AFTER-SCHOOL PROGRAMS AND TUTORING ARE POPULAR IN MANY ASIAN COMMUNITIES, PROVIDING ADDITIONAL SUPPORT AND PRACTICE OPPORTUNITIES THAT ENHANCE MATH SKILLS.

HOW CAN EDUCATORS ADDRESS THE STEREOTYPE ABOUT ASIANS AND MATH?

EDUCATORS CAN ADDRESS THE STEREOTYPE BY PROMOTING INDIVIDUAL STRENGTHS, ENCOURAGING DIVERSE TALENTS, AVOIDING GENERALIZATIONS, AND FOSTERING AN INCLUSIVE ENVIRONMENT THAT SUPPORTS ALL STUDENTS' LEARNING NEEDS.

ADDITIONAL RESOURCES

1. *Why Are Asians Good at Math? Cultural Insights and Educational Practices*

THIS BOOK EXPLORES THE CULTURAL VALUES, FAMILY EXPECTATIONS, AND EDUCATIONAL SYSTEMS IN VARIOUS ASIAN COUNTRIES THAT CONTRIBUTE TO STRONG MATH PERFORMANCE. IT DELVES INTO THE ROLE OF DISCIPLINE, PRACTICE, AND COMMUNITY SUPPORT IN SHAPING STUDENTS' ATTITUDES TOWARDS MATHEMATICS. READERS GAIN AN UNDERSTANDING OF HOW THESE FACTORS COLLECTIVELY INFLUENCE ACADEMIC ACHIEVEMENT.

2. *The Asian Advantage: Mathematics Education and Cultural Identity*

EXAMINING THE INTERSECTION OF CULTURE AND EDUCATION, THIS BOOK ANALYZES HOW ASIAN CULTURAL IDENTITY FOSTERS A POSITIVE MINDSET TOWARDS MATH LEARNING. IT HIGHLIGHTS TEACHING METHODS, PARENTAL INVOLVEMENT, AND SOCIETAL ATTITUDES THAT ENCOURAGE PERSEVERANCE AND EXCELLENCE. THE BOOK ALSO DISCUSSES THE IMPLICATIONS FOR EDUCATORS WORLDWIDE.

3. *Mathematics and the Asian Mind: A Cross-Cultural Perspective*

THIS TEXT PROVIDES A COMPARATIVE STUDY OF MATHEMATICAL ABILITY ACROSS CULTURES, FOCUSING ON COGNITIVE STYLES PREVALENT IN ASIAN STUDENTS. IT INVESTIGATES PSYCHOLOGICAL AND SOCIAL FACTORS THAT CONTRIBUTE TO MATH PROFICIENCY, INCLUDING MOTIVATION, MINDSET, AND PROBLEM-SOLVING APPROACHES. THE BOOK OFFERS INSIGHTS FOR EDUCATORS SEEKING TO ADAPT EFFECTIVE STRATEGIES.

4. *Cracking the Code: The Science Behind Asian Success in Math*

USING SCIENTIFIC RESEARCH IN NEUROSCIENCE AND EDUCATION, THIS BOOK EXAMINES WHY MANY ASIAN STUDENTS EXCEL IN MATHEMATICS. IT DISCUSSES BRAIN DEVELOPMENT, LEARNING HABITS, AND THE IMPACT OF RIGOROUS PRACTICE. THE AUTHOR ALSO ADDRESSES COMMON MYTHS AND STEREOTYPES SURROUNDING ASIAN MATH ACHIEVEMENT.

5. *Asian Math Mastery: Tradition, Practice, and Innovation*

THIS BOOK TRACES THE HISTORICAL AND CULTURAL ROOTS OF MATHEMATICS EDUCATION IN ASIA AND HOW TRADITION BLENDS WITH MODERN PEDAGOGICAL INNOVATIONS. IT HIGHLIGHTS CASE STUDIES FROM COUNTRIES LIKE CHINA, JAPAN, AND SINGAPORE, SHOWCASING SUCCESSFUL CURRICULUM DESIGNS AND TEACHING TECHNIQUES. THE NARRATIVE EMPHASIZES CONTINUOUS LEARNING AND ADAPTABILITY.

6. *Beyond Stereotypes: Understanding Asian Excellence in Mathematics*

CHALLENGING SIMPLISTIC EXPLANATIONS, THIS BOOK EXPLORES THE COMPLEX SOCIAL, EDUCATIONAL, AND PSYCHOLOGICAL DIMENSIONS BEHIND ASIAN STUDENTS' MATH SUCCESS. IT CRITIQUES COMMON STEREOTYPES AND OFFERS NUANCED PERSPECTIVES ON MOTIVATION, FAMILY INFLUENCE, AND SCHOOL ENVIRONMENTS. THE BOOK ENCOURAGES READERS TO RETHINK ASSUMPTIONS AND EMBRACE DIVERSITY.

7. *Parental Expectations and Math Achievement in Asian Families*

FOCUSING ON THE ROLE OF PARENTS, THIS BOOK INVESTIGATES HOW FAMILY EXPECTATIONS AND INVOLVEMENT SHAPE CHILDREN'S ATTITUDES AND PERFORMANCE IN MATHEMATICS. IT INCLUDES INTERVIEWS AND SURVEYS THAT REVEAL STRATEGIES PARENTS USE TO SUPPORT LEARNING. THE BOOK ALSO DISCUSSES THE BALANCE BETWEEN PRESSURE AND ENCOURAGEMENT IN FOSTERING SUCCESS.

8. *The Role of Education Systems in Asian Math Excellence*

ANALYZING VARIOUS ASIAN EDUCATION SYSTEMS, THIS BOOK IDENTIFIES STRUCTURAL AND PEDAGOGICAL FACTORS THAT CONTRIBUTE TO HIGH MATH ACHIEVEMENT. IT COVERS CURRICULUM DESIGN, TEACHER TRAINING, ASSESSMENT METHODS, AND EXTRACURRICULAR SUPPORT. THE AUTHOR PROVIDES RECOMMENDATIONS FOR EDUCATION REFORM BASED ON ASIAN MODELS.

9. *Mindset and Motivation: Keys to Asian Students' Math Success*

THIS BOOK DELVES INTO PSYCHOLOGICAL THEORIES RELATED TO GROWTH MINDSET AND INTRINSIC MOTIVATION, EXPLAINING HOW THESE CONCEPTS MANIFEST IN ASIAN STUDENTS' APPROACH TO MATHEMATICS. IT DISCUSSES THE INFLUENCE OF GOAL-SETTING, RESILIENCE, AND SELF-EFFICACY ON ACADEMIC OUTCOMES. THE BOOK OFFERS PRACTICAL ADVICE FOR STUDENTS AND EDUCATORS AIMING TO CULTIVATE SIMILAR ATTITUDES.

Why Are Asians Good At Math

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why are asians good at math: Racial Inequality in Mathematics Education Thierry Elin-Saintine, 2021-08-26 This book focuses on the math identity construction of 11 Black students. High school students' perception of what/who is a math person constrained and limited their sense of belonging to the community of doers of mathematics. This study offers new insights into the racial opportunity-gap in mathematics education.

why are asians good at math: Affirming Student Ethnic Identities André J. Branch, Affirming Student Ethnic Identities introduces a researched-based model that shows educators how to support student ethnic identity development while teaching subject matter content. Teachers share their stories, detailing how their own ethnic identity development transformed their teaching and their ability to connect with their students. The text includes research that informs the discussion of important issues such as "code switching," "acting White," "the importance of familial and given names," and "ethnic slurs" that are likely to surface when teachers support students in exploring their ethnicities and proclaiming their ethnic identities. Lesson designs for use at the elementary, middle, and high school grade levels are provided, as well as a structure for designing an ethnic identity development curriculum. Ethnic identity is a critical developmental process for all students, and this book offers new teaching strategies designed to help students achieve their academic goals by fully embracing their histories, traditions, and customs. Book Features: New Strategies for Helping Students Achieve Academic Goals: Responds to research showing that students with a strong sense of ethnic identity have higher levels of academic achievement, persist in educational endeavors, and have a higher college-going rate than students without a strong sense of ethnic identity. A New Model for Promoting Ethnic Identity Development in Education: Introduces the author's Ethnic Identity Exploration and Proclamation in Education model designed to support all students in K-12 school settings. Fills a Void in Teacher Education: Provides theoretical principles and conceptualizations of ethnic identity for different groups, pedagogical strategies to help preservice and classroom teachers to reclaim and celebrate their ethnic identities, and the structure for ethnic identity curriculum development. Best Practices Based on Research with Classroom Teachers: Includes guidance for implementation with discussions of difficult issues, useful lesson designs, teachers' personal work on ethnic identity exploration, profiles of teachers who share their personal struggles, and more.

why are asians good at math: Borders in Mathematics Pre-Service Teacher Education Nenad Radakovic, Limin Jao, 2020-05-22 This book examines the current state of the field of mathematics pre-service teacher education through the theme of borders. Borders are ubiquitous; they can be used to define, classify, organize, make sense of, and/or group. There are many ways that the concept of a border illuminates the field of mathematics pre-service teacher education. Consequently, there are a multitude of responses to these borders: researchers and practitioners question, challenge, cross, blur, and erase them. Chapters include the following topics: explorations of mathematics across topics (e.g., geometry, algebra, probability) and with other disciplines (e.g., science, the arts, social sciences); challenging gender, cultural, and racial borders; exploring the structure and curriculum of teacher education programs; spaces inhabited by teacher education programs (e.g., university, community); and international collaborations and programs to promote cross-cultural sharing and learning. The book targets a readership of researchers and graduate students in integrated education studies, teacher education, practitioners of mathematics education,

curriculum developers, and educational administrators and policy makers.

why are asians good at math: Worth Writing About Jake Wizner, 2023-10-10 Who am I? This is the question that many adolescents ask during the turbulent middle and high school years. In *Worth Writing About: Exploring Memoir with Adolescents*, Jake Wizner addresses how searching for the answer to this question leads his students to reflection, to reading, and ultimately to deeper, more meaningful writing. Wizner, a 20-year teaching veteran, believes that a well-designed memoir unit not only aligns with the Common Core State Standards but also forges community in the classroom, encourages kids to read nonfiction, and works wonders with students who struggle with their writing'sor with their lives. *Worth Writing About* addresses the most common challenges teachers face when teaching memoir writing: How do you help students who say that nothing interesting has happened in their lives? How do you help students balance what is meaningful with what is too personal to share? How do you help students overcome the I don't remember syndrome? Wizner delves into the craft of writing, from using mentor texts to crafting leads and memorable endings. He uses student models from his own classroom to show the deep, important work his students produce during the memoir unit. By writing about themselves and how they view the world around them, students discover more about themselves and how they want to move forward in the future.

why are asians good at math: College Students' Experiences of Power and Marginality Elizabeth M. Lee, Chaise LaDousa, 2015-03-27 As scholars and administrators have sharpened their focus on higher education beyond trends in access and graduation rates for underrepresented college students, there are growing calls for understanding the experiential dimensions of college life. This contributed book explores what actually happens on campus as students from an increasingly wide range of backgrounds enroll and share space. Chapter authors investigate how students of differing socioeconomic backgrounds, genders, and racial/ethnic groups navigate academic institutions alongside each other. Rather than treat diversity as mere difference, this volume provides dynamic analyses of how students come to experience both power and marginality in their campus lives. Each chapter comprises an empirical qualitative study from scholars engaged in cutting-edge research about campus life. This exciting book provides administrators and faculty new ways to think about students' vulnerabilities and strengths.

why are asians good at math: Intermediate Statistics Brett W. Pelham, 2012-08-20 *Intermediate Statistics: A Conceptual Course* is a student-friendly text for advanced undergraduate and graduate courses. It begins with an introductory chapter that reviews descriptive and inferential statistics in plain language, avoiding extensive emphasis on complex formulas. The remainder of the text covers 13 different statistical topics ranging from descriptive statistics to advanced multiple regression analysis and path analysis. Each chapter contains a description of the logic of each set of statistical tests or procedures and then introduces students to a series of data sets using SPSS, with screen captures and detailed step-by-step instructions. Students acquire an appreciation of the logic of descriptive and inferential statistics, and an understanding of which techniques are best suited to which kinds of data or research questions.

why are asians good at math: Islamophobia, Race, and Global Politics Nazia Kazi, 2021-09-09 *Islamophobia, Race, and Global Politics* is a powerful introduction to the topic of the anti-Muslim landscape in the U.S. In it, Kazi shows that Islamophobia is not a set of anti-Muslim attitudes and prejudices. Instead, this book shows how Islamophobia is part of a greater reality: systemic U.S. racism. In other words, Islamophobia is neither a blip nor a break with a racially harmonious American social order, but rather the outcome of destructive foreign policy practices and an enduring history of white supremacy. This book illustrates how popular understandings of Islamophobia are often flawed. For instance, the assumption that the right wing is especially anti-Muslim overlooks the bipartisan history of Islamophobia in the U.S. The author draws from years of ethnographic fieldwork with Muslim American organizations to show how diversity and inequality among Muslims in the U.S. drastically shapes the experience of Islamophobia and racism. While swaths of undocumented, working class, or incarcerated Muslims bear the brunt of U.S.

racism, a small subset of relatively privileged Muslim spokespeople hold the platform from which to speak about Islamophobia. The book is engaging for readers, as it shifts between a historical analysis (for instance, of the arrival of enslaved Muslim from Africa during the settling of the United States), the voices of those from the author's research with Muslim American advocacy groups, and commentary on the current political landscape. The book offers a comprehensive overview of the roots of U.S. racism as an inherent part of the nation's economic and foreign policy practices. Since 9/11/2001 and, more recently, the ascendancy of Trump, there remains a growing curiosity about Muslims and Islamophobia. The book offers a nuanced view on racism and Islamophobia that is often missing from popular understandings on the topic.

why are asians good at math: *Media, Minorities, and Meaning* Debra L. Merskin, 2011 Foundations. Introduction -- Constructing categories of difference -- Minorities, meaning, and mass media -- Articulations of difference -- The articulation of difference. Country music and redneck woman -- The construction of Arabs as enemies -- Perpetuation of the hot Latina stereotype in Desperate housewives -- Commodified racism : brand images of Native Americans -- The pornographic gaze in mainstream American magazine and fashion advertising -- Women, lipstick, and self-presentation -- Sun also rises : Stereotypes of the Asian/American woman on Lost -- Coon songs : the Black male stereotype in popular American sheet music (1850-1920) -- Homosexuality and horror : the lesbian vampire film -- Television news coverage of Day without an immigrant.

why are asians good at math: *Culture, Class, and Race* Brenda CampbellJones, Shannon Keeny, Franklin CampbellJones, 2020-01-16 Advancing equity in our schools and society requires deep thought and honest conversations about tough topics. These conversations about emotionally charged subjects, including race, class, and culture, can be daunting. Authors Brenda CampbellJones, Shannon Keeny, and Franklin CampbellJones, experts in research and equitable practices, guide you through a meaningful framework for thinking about, preparing for, and having such critical conversations. They invite you to ponder your own cultural identity and assumptions, reflect and deeply consider values and beliefs, and then understand how these factors affect your conversations and interactions with others. They provide essential information about the types of conversations and behaviors we all consciously and subconsciously exhibit and witness, with authentic stories and experiences from people who have used the authors' framework to enrich their communities. As you explore the information and activities in this book that are specifically designed to help you scaffold new ideas into practice, you and your colleagues will examine biases and begin to build equitable experiences for all students. The book's field-tested approach enables every educator to grow professionally by using the power of conversation to develop trust, ask powerful questions, really hear the answers—and learn together in ways that strengthen and invigorate the school and community.

why are asians good at math: *Sociology in Action* Kathleen Odell Korgen, Maxine P. Atkinson, 2020-01-07 The authors are proud sponsors of the 2020 SAGE Keith Roberts Teaching Innovations Award—enabling graduate students and early career faculty to attend the annual ASA pre-conference teaching and learning workshop. Wake up your introductory sociology classes! Sociology in Action helps your students learn sociology by doing sociology. Sociology in Action will inspire your students to do sociology through real-world activities designed to increase learning, retention, and engagement with course material. Packed with new activities and thought-provoking questions to help explain key concepts, the Second Edition of this innovative bestselling text immerses students in an active learning experience that emphasizes hands-on work, application, and learning by example. Every chapter has been thoroughly revised to reflect current events, social changes, and the latest research. Two new chapters expand coverage of health care, politics, and the economy. The comprehensive Activity Guide that accompanies the text provides everything you need to assign, carry out, and assess the activities that will best engage your students, fit the format of your course, and meet your course goals. This title is accompanied by a complete teaching and learning package. Digital Option / Courseware SAGE Vantage is an intuitive digital platform that delivers this text's content and course materials in a learning experience that offers auto-graded

assignments and interactive multimedia tools, all carefully designed to ignite student engagement and drive critical thinking. Built with you and your students in mind, it offers simple course set-up and enables students to better prepare for class. Assignable Video with Assessment Assignable video (available with SAGE Vantage) is tied to learning objectives and curated exclusively for this text to bring concepts to life. LMS Cartridge (formerly known as SAGE Coursepacks): Import this title's instructor resources into your school's learning management system (LMS) and save time. Don't use an LMS? You can still access all of the same online resources for this title via the password-protected Instructor Resource Site. SAGE Lecture Spark Designed to save you time and ignite student engagement, these free weekly lecture launchers focus on current event topics tied to key concepts in Sociology.

why are asians good at math: Psychology of Prejudice and Discrimination Mary E. Kite, Bernard E. Whitley, Jr., Lisa S. Wagner, 2022-07-25 Psychology of Prejudice and Discrimination provides a comprehensive and compelling overview of what psychological theory and research have to say about the nature, causes, and reduction of prejudice and discrimination. It balances a detailed discussion of theories and selected research with applied examples that ensure the material is relevant to students. This edition has been thoroughly revised and updated and addresses several interlocking themes. It first looks at the nature of prejudice and discrimination, followed by a discussion of research methods. Next come the psychological underpinnings of prejudice: the nature of stereotypes, the conditions under which stereotypes influence responses to other people, contemporary theories of prejudice, and how individuals' values and belief systems are related to prejudice. Explored next are the development of prejudice in children and the social context of prejudice. The theme of discrimination is developed via discussions of the nature of discrimination, the experience of discrimination, and specific forms of discrimination, including gender, gender identity, sexual orientation, age, ability, and appearance. The concluding theme is the reduction of prejudice. The book is accompanied by a comprehensive website featuring an Instructor Manual that contains activities and tools to help with teaching a prejudice and discrimination course; PowerPoint slides for every chapter; and a Test Bank with short answer and multiple-choice exam questions for every chapter. This book is an essential companion for all students of prejudice and discrimination, including those in psychology, education, social work, business, communication studies, ethnic studies, and other disciplines. In addition to courses on prejudice and discrimination, this book will also appeal to those studying racism and diversity.

why are asians good at math: The Best Writing on Mathematics 2018 Mircea Pitici, 2018-12-04 The year's finest mathematical writing from around the world This annual anthology brings together the year's finest mathematics writing from around the world. Featuring promising new voices alongside some of the foremost names in the field, The Best Writing on Mathematics 2018 makes available to a wide audience many pieces not easily found anywhere else—and you don't need to be a mathematician to enjoy them. These essays delve into the history, philosophy, teaching, and everyday aspects of math, offering surprising insights into its nature, meaning, and practice—and taking readers behind the scenes of today's hottest mathematical debates. James Grime shows how to build subtly mischievous dice for playing slightly unfair games and Michael Barany traces how our appreciation of the societal importance of mathematics has developed since World War II. In other essays, Francis Su extolls the inherent values of learning, doing, and sharing mathematics, and Margaret Wertheim takes us on a mathematical exploration of the mind and the world—with glimpses at science, philosophy, music, art, and even crocheting. And there's much, much more. In addition to presenting the year's most memorable math writing, this must-have anthology includes an introduction by the editor and a bibliography of other notable pieces on mathematics. This is a must-read for anyone interested in where math has taken us—and where it is headed.

why are asians good at math: Questions Kids Ask About Their Brains Tracey Tokuhama-Espinosa, 2024 Great teachers will tell you that you can learn a lot about students from the questions they ask. This book shares 400 of the most important questions kids ask about their

brains, along with answers that can be shared with students from ages 3 to 18. What hidden talents do I have? Where does our inner voice come from? How many things can we think of at the same time? Where does the brain keep memories? Why are some people more creative than others? Each of these questions tells teachers a little story about how their students think which can be used to inform classroom practice and improve learning outcomes. The book is grouped into two parts. Part one addresses how your brain makes you who you are (identity, structure, growth, function, emotions and feelings). Part two is about how to optimize its function (memory, attention, and executive functions, learning, excelling and roadblocks). Questions are followed by Big Ideas which are key understandings of how the brain functions. Integrated throughout the book are more than 60 Implications For Teaching, which spell out the usable knowledge from each section. Each chapter ends with a list of resources to reinforce the Big Ideas with students, and the closing chapter suggests specific activities to help students embrace this information for themselves. Whether you are a teacher, counselor, college student, parent, or kid, the information in this book will help you love and admire your own brain and feel empowered to improve it every day. Book Features: A window into students' thoughts and concerns about themselves as learners and beings in today's complex world. A special chapter for classroom teachers with activities and guidance for integrating the information into P-12 lessons. Big Ideas for readers looking for solutions they can quickly implement in their classroom. Detailed answers, along with QR codes to the research articles behind them, for readers looking for more in-depth knowledge about learning and the brain. Insights from a year-long international study in 21 countries that asked kids what they wanted to know about their own brains.

why are asians good at math: Naturalizing Epistemic Virtue Abrol Fairweather, Owen Flanagan, 2014-03-27 An epistemic virtue is a personal quality conducive to the discovery of truth, the avoidance of error, or some other intellectually valuable goal. Current work in epistemology is increasingly value-driven, but this volume presents the first collection of essays to explore whether virtue epistemology can also be naturalistic, in the philosophical definition meaning 'methodologically continuous with science'. The essays examine the empirical research in psychology on cognitive abilities and personal dispositions, meta-epistemic semantic accounts of virtue theoretic norms, the role of emotion in knowledge, 'ought-implies can' constraints, empirically and metaphysically grounded accounts of 'proper functioning', and even applied virtue epistemology in relation to education. Naturalizing Epistemic Virtue addresses many core issues in contemporary epistemology, presents new opportunities for work on epistemic abilities, epistemic virtues and cognitive character, and will be of great interest to those studying virtue ethics and epistemology.

why are asians good at math: *Happiness Falls: A GMA Book Club Pick* Angie Kim, 2023-08-29 NEW YORK TIMES BESTSELLER • GOOD MORNING AMERICA BOOK CLUB PICK • When a father goes missing, his family's desperate search leads them to question everything they know about him and one another in this thrilling page-turner, a deeply moving portrait of a family in crisis from the award-winning author of *Miracle Creek*. OPRAH DAILY'S #1 NOVEL OF THE YEAR • ONE OF PEOPLE'S TEN BEST BOOKS OF THE YEAR • A WASHINGTON POST, BOOKPAGE, KIRKUS REVIEWS, NEW YORK POST, GOOD HOUSEKEEPING, BOOK RIOT, CHICAGO PUBLIC LIBRARY, REAL SIMPLE, CRIMEREADS, AND SHE READS BEST BOOK OF THE YEAR Belletrist Book Club Pick • Finalist for the New American Voices Award • Finalist for the Virginia Literary Award • "This is a story with so many twists and turns I was riveted through the last page."—Jodi Picoult "A brilliant, satisfying, compassionate mystery that is as much about language and storytelling as it is about a missing father. I loved this book."—Gabrielle Zevin, author of *Tomorrow, and Tomorrow, and Tomorrow* "I fell in love with the fascinating, brilliant family at the center of this riveting book."—Ann Napolitano, author of *Hello Beautiful* "We didn't call the police right away." Those are the electric first words of this extraordinary novel about a biracial Korean American family in Virginia whose lives are upended when their beloved father and husband goes missing. Mia, the irreverent, hyperanalytical twenty-year-old daughter, has an explanation for everything—which is why she isn't initially concerned when her father and younger brother Eugene don't return from a

walk in a nearby park. They must have lost their phone. Or stopped for an errand somewhere. But by the time Mia's brother runs through the front door bloody and alone, it becomes clear that the father in this tight-knit family is missing and the only witness is Eugene, who has the rare genetic condition Angelman syndrome and cannot speak. What follows is both a ticking-clock investigation into the whereabouts of a father and an emotionally rich portrait of a family whose most personal secrets just may be at the heart of his disappearance. Full of shocking twists and fascinating questions of love, language, and human connection, Happiness Falls is a mystery, a family drama, and a novel of profound philosophical inquiry. With all the powerful storytelling she brought to her award-winning debut, *Miracle Creek*, Angie Kim turns the missing-person story into something wholly original, creating an indelible tale of a family who must go to remarkable lengths to truly understand one another.

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why are asians good at math: *Becoming Asian American* Nazli Kibria, 2003-05-22 Based on interviews with second-generation Chinese- and Korean-Americans, "this book is filled with a number of illuminating empirical findings" (*American Journal of Sociology*). In *Becoming Asian American*, Nazli Kibria draws upon extensive interviews she conducted with second-generation Chinese and Korean Americans in Boston and Los Angeles who came of age during the 1980s and 1990s to explore the dynamics of race, identity, and adaptation within these communities. Moving beyond the frameworks created to study other racial minorities and ethnic whites, she examines the various strategies used by members of this group to define themselves as both Asian and American. In her discussions on such topics as childhood, interaction with non-Asian Americans, college, work, and the problems of intermarriage and child-raising, Kibria finds wide discrepancies between the experiences of Asian Americans and those described in studies of other ethnic groups. While these differences help to explain the unusually successful degree of social integration and acceptance into mainstream American society enjoyed by this "model minority," it is an achievement that Kibria's interviewees admit they can never take for granted. Instead, they report that maintaining this acceptance requires constant effort on their part. Kibria suggests further developments may resolve this situation—especially the emergence of a new kind of pan-Asian American identity that would complement the Chinese or Korean American identity rather than replace it.

why are asians good at math: *Cultural Psychology* Christine Ma-Kellams, 2018-09-07 Culture comes in many forms. *Cultural Psychology: Cross-Cultural and Multicultural Perspectives* combines hard science with everyday issues to explore how the intangible forces of our cultural milieu—including the power of race, religion, class, and gender—powerfully changes the way we want, think, and do the things that we do. It covers both cross-cultural differences and multicultural issues, incorporating both approaches to tackle modern issues of diversity and living in a diverse world. Combines both cross-cultural and multicultural approaches in a single comprehensive text. Includes chapters on the newest, most ground-breaking issues facing the study of culture: Unpacks the origins of where culture comes from Discusses the history of culture and modern-day laboratory studies Explains how culture shapes the brain (and how the brain changes culture) Describes cultural

change in the era of globalization

why are asians good at math: Women of Color in the Aviation Industry Shannon McLoughlin Morrison, 2023-08-04 Women of Color in the Aviation Industry offers a critical look at the reasons why the aviation industry remains underrepresented with minoritized groups, particularly women of color. Despite the increased efforts to advocate for diversity, equity, and inclusion within the industry, the diversity of its employees remains stagnant. Through interviews and conversations with a number of women of color, this book argues that the industry is not doing enough to create and sustain a more equitable workforce. In this book, readers will discover why less than 4% of qualified, commercial airline pilots are women, and of that, less than 1% are Black women. The numbers of Latinx, Indigenous people, Asian, and other people of color working in the aviation industry are lacking. This book explores how the aviation industry often fails to incorporate the experiences of women of color when developing and implementing diversity, equity, and inclusion initiatives, and offers different perspectives on why it remains challenging to recruit and retain minoritized people to the industry. By bringing in the experiences of a variety of women, this book asks readers to reflect on what it means for an organization to describe itself as one that supports diversity, equity, and inclusion. This timely, important book is a valuable resource for a wide spectrum of researchers and students in aviation as well as gender, race, and ethnic studies. Whilst the examples in this book serve as a case study for aviation, it can be used to examine other fields encountering similar challenges in creating a more equitable workforce.

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