Abstracts should include the following information:

- Title of the presentation
- Author name(s), affiliation, and contact information
- No more than 250 words of text describing the work organized into three areas: (1) purpose; (2) overview of the project, including key findings; and (3) conclusions and implications.

Purpose

The purpose of our research is to determine trends within the literature specific to the use of incorporating culturally relevant pedagogy (CRP) into mathematics learning and teaching. National data still acknowledges that Black students are not demonstrating mathematics proficiency as frequently or collectively as alternative ethnic groups. We suggest that many practitioners maintain pretentious notions regarding the affect that instruction has on student achievement, and thus disregard cultural implementation into their mathematics lessons (Wager, 2014).

Key Findings

The search conducted in several databases initially returned 228 results that were later screened for consistency between the abstract and the requirements outlined for inclusion in this systematic review. We found that many of these articles were theoretical in nature or offered broad conceptions about mathematics instruction, and thus offered little support for novice teachers. Additionally, we found trends in mathematical content that utilized CRP and coded all articles for technology use.

Conclusion

A review of literature on CRP in mathematics was significant because there still exist teachers who contest the need to promote cultural competence (Nasir, Hand, & Taylor, 2010). The goal of CRP is to do exactly this- capitalize on the culture of students and use it as a learning tool. Our systematic review revealed that this research is not abundant and we offered insight into why CRP use should be a stringent mandate. Further, ideas have been outlined that describe ways to implement CRP into mathematics, and concepts that received minimal attention in the research have been identified.