

African American Female Students' Mathematics Experiences
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Given the paucity of studies that focus specifically on African American female students in relation to mathematical development, this study is an effort to address the gap in empirical knowledge. Using interview data, this qualitative pilot study sought to understand African American female middle school students' perceptions of: (1) mathematics; (2) themselves as learners and (3) their mathematics learning experiences. This study focused on the middle school years, because it is during these years that students solidify their conception of self as mathematics learners, develop stable beliefs about their ability to do mathematics and the importance of mathematics. Common themes emerged from the data, including strong identities as learners and positive attitudes towards academic success in general and in mathematics.

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