Secondary school mathematics teachers often complete a major in mathematics but see little connection to the mathematics they teach. A multi-year cross-university project developed a framework for mathematical understanding for secondary teaching from analysis of mathematical opportunities that arise in secondary school classrooms. The Mathematical Activity perspective describes the mathematical actions that characterize the nature of the mathematical understanding that secondary teachers could productively use.

Participants will have the opportunity to discuss: In what ways can collegiate mathematics classrooms engage prospective teachers in these mathematical actions?

Thursday, March 24th, 2016 at 4:10 pm
Neill 5W
Reception at 3:30 pm in Neill 216