

Talk Math 2 Me

Situations of Definition Construction and the Apple
Number Curriculum: A Specialized Approach for
Instructing Prospective Middle School Mathematics
Teachers

Randy Davila
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Abstract

Some researchers in math education have suggested that math instruction be akin to that of mathematician-apprenticeship (Buffet, 2004). Furthermore, surveys of middle school mathematics instructors show prevailing conceptions of mathematics as procedural and static (Schoenfeld, 1992), something which has been shown to be detrimental to instructional practices (Thompson, 1984). Thus a curriculum designed from the concept of mathematician-apprenticeship is in the process of being developed. The curriculum implements new techniques modeled from situations of definition construction (SDC), where research has shown that such methods influence active learning in the mathematical process (Buffet, 2004). This talk reports findings from the pilot study (Davila, 2012).

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