

A FOCUS on MATHEMATICS COLLOQUIUM

Knowing Mathematics Well Enough to Teach It: What More Does that Take?

Dean, School of Education at the University of Michigan; William H. Payne Collegiate Professor of Education; Member of the Presidential National Mathematics Advisory Panel; former elementary school teacher; recipient of the Award for Outstanding Scholarship on Teacher Education, and the Best Article Published in an AERA Journal:



Deborah Loewenberg Ball

Although most would agree that effective teaching requires subject matter knowledge, there is surprisingly little agreement on the specific nature of the mathematical knowledge needed to teach. Our research on the mathematical demands of teaching has led to a practice-based theory of mathematical knowledge for teaching (MKT) that we have tested empirically and validated in four different studies. What it reveals is that there are aspects of the content knowledge needed for teaching that are specialized for the work, while others have more in common with the mathematical knowledge used in other contexts, including the discipline itself. What have we learned so far about defining mathematical knowledge for teaching, and what are the next steps for this program of research?

Date: March 12, 2007

Place: BOSTON UNIVERSITY

Registration: 4:00 – 4:30

8 St. Mary's Street

Colloquium: 4:30 – 5:30

Photonics Center, Room 906

Roundtable Discussion and Reception: 5:30 – 7:30

Colloquium begins promptly at 4:30

Limited Space: Please RSVP by March 1, 2007!

We must know ahead of time if you plan to attend in order to provide enough food and to reserve discounted parking!

RSVP to Ava Berinstein: Ava@FocusOnMath.org

For more information, please visit: www.focusonmath.org



Focus on Mathematics is a unique partnership of mathematicians and educators from Boston University, Education Development Center, Inc., Worcester Polytechnic Institute, UMass Lowell, Lesley University, and five Greater Boston school districts: Arlington, Chelsea, Lawrence, Waltham, and Watertown.



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