

Lived experience of pedagogical boomerang in mathematics teaching-learning

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ABSTRACT

The purpose of this study was to explore the critical life-course of the first author's journey of learning and teaching mathematics that prompted critical thinking about his past experiences as a student and teacher. It portrays a paradigmatic shift from a traditionalist thinker to a constructivist actor in the classroom from the critical life-course within and out of classroom experiences by using autoethnography as the writing and research genre by connecting his personal experiences in the social, cultural, and teaching-learning contexts of Nepal. The major themes emerged from the autoethnography were: Thinking Narratively: Joining a School and Dropping Out; Thinking Narratively: Back to School and Dropping In; Thinking Incompletely: Dropping out of School; Thinking Partially: Dropping in School; and Nightmares of the First Teaching: A Pedagogical Boomerang. These themes portrayed a pedagogical boomerang in learning and teaching mathematics from a remote village in Western Nepal to the neighbourhood of the capital city Kathmandu.

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1. INTRODUCTION

Mathematics teaching and learning in Nepal (and possibly other places) seem to have several issues, challenges, and ongoing problems despite efforts to reform curriculum, teaching-learning practices, and instruments to integrate traditional cultural relevance to the classroom or modern technological advances of digital gadgets and learners. The notion of the traditional cultural relevance of mathematics teaching and learning emphasized local context and practices without constructing critical mathematical tasks for higher-level reasoning and thinking [1, 2]. The integration of modern technological advancement with mathematics teaching-learning has not yet been fully realized in mathematics curriculum and pedagogy. However, educational institutions and teachers have emphasized using such tools [3] despite challenges in meaningful construction of lessons, engagement of students, and radical shift in the classroom designs and practices. The National Curriculum Framework (NCF) of Nepal [4] emphasized a traditional and modern approach to teaching-learning with both open and regular classroom-based education in Nepal. The traditional approach to education highlighted the cultural values, long-held traditions, vernacular and local knowledge. In contrast, the modern approach to education emphasized the notion of globalization and global village balancing the

Teaching And Learning Of Mathematics At University Level

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Teaching And Learning Of Mathematics At University Level:

The Teaching and Learning of Mathematics at University Level Derek Holton, 2001-09-30 This is a text that contains the latest in thinking and the best in practice It provides a state of the art statement on tertiary teaching from a multi perspective standpoint No previous book has attempted to take such a wide view of the topic The book will be of special interest to academic mathematicians mathematics educators and educational researchers It arose from the ICMI Study into the teaching and learning of mathematics at university level initiated at the conference in Singapore 1998 Amongst

Mathematicians Elena Nardi, 2008 This book offers a unique perspective on ways in which mathematicians perceive their students learning teach reflect on their teaching practice Elena Nardi achieves this by employing two fictional yet entirely data grounded characters to create a conversation on these important issues The construction of these characters is based on large bodies of data including intense focused group interviews with mathematicians and extensive analyses of students written work collected and analyzed over a substantial period

The Teaching and Learning of Mathematics at University Level Derek Holton, 2006-04-11 This book is the final report of the ICMI study on the Teaching and Learning of Mathematics at University Level As such it is one of a number of such studies that ICMI has commissioned The other Study Volumes cover assessment in mathematics education gender equity research in mathematics education the teaching of geometry and history in mathematics education All of these Study Volumes represent a statement of the state of the art in their respective areas We hope that this is also the case for the current Study Volume The current study on university level mathematics was commissioned for essentially four reasons First universities world wide are accepting a much larger and more diverse group of students than has been the case Consequently universities have begun to adopt a role more like that of the school system and less like the elite institutions of the past As a result the educational and pedagogical issues facing universities have changed Second although university student numbers have increased significantly there has not been a corresponding increase in the number of mathematics majors Hence mathematics departments have to be more aware of their students needs in order to retain the students they have and to attract future students As part of this awareness departments of mathematics have to take the teaching and learning of mathematics more seriously than perhaps they have in the past

The Teaching and Learning of Mathematics at University Level Derek Holton, 2014-01-15 **Research and Development in University Mathematics Education** Viviane Durand-Guerrier, Reinhard Hochmuth, Elena Nardi, Carl Winslow, 2021-04-15 In the last thirty years or so the need to address the challenges of teaching and learning mathematics at university level has become increasingly appreciated by university mathematics teachers and beyond by educational institutions around the world Indeed mathematics is both a condition and an obstacle to success for students in many educational programmes vital to the 21st century knowledge society for example in pure and applied mathematics engineering natural sciences technology economics finance management and so on This breadth of impact of mathematics

implies the urgency of developing research in university mathematics education and of sharing results of this research widely This book provides a bespoke opportunity for an international audience of researchers in didactics of mathematics mathematicians and any teacher or researcher with an interest in this area to be informed about state of the art developments and to heed future research agendas This book emerged from the activities of the research project INDRUM acronym for International Network for Didactic Research in University Mathematics which aims to contribute to the development of research in didactics of mathematics at all levels of tertiary education with a particular concern for the development of early career researchers in the field and for dialogue with university mathematicians The aim of the book is to provide a deep synthesis of the research field as it appears through two INDRUM conferences organised in 2016 and 2018 It is an original contribution which highlights key research perspectives addresses seminal theoretical and methodological issues and reports substantial results concerning the teaching and learning of mathematics at university level including the teaching and learning of specific topics in advanced mathematics across a wide range of university programmes

Research on Teaching and Learning Mathematics at the Tertiary Level Irene Biza,Victor Giraldo,Reinhard Hochmuth,Azimehsadat Khakbaz,Chris Rasmussen,2016-07-01 This topical survey focuses on research in tertiary mathematics education a field that has experienced considerable growth over the last 10 years Drawing on the most recent journal publications as well as the latest advances from recent high quality conference proceedings our review culls out the following five emergent areas of interest mathematics teaching at the tertiary level the role of mathematics in other disciplines textbooks assessment and students studying practices transition to the tertiary level and theoretical methodological advances We conclude the survey with a discussion of some potential directions for future research in this new and rapidly evolving domain of inquiry Fundamentals Of Teaching Mathematics At University Level Benjamin Baumslag,2000-02-28 This unique book presents a personal and global approach to teaching mathematics at university level It is impressively broad in its scope and thought provoking in its advice The author writes with a love of his subject and the benefit of a long and varied career He compares and contrasts various educational systems and philosophies Furthermore by constantly drawing on his own experiences and those of his colleagues he offers useful suggestions on how teachers can respond to the problems they face This book will interest educationalists policy advisers administrators lecturers and instructors of lecturers *Mathematicians' Reflections on Teaching* Sepideh Stewart,2023-08-07 This book opens the case on collaboration among mathematicians and mathematics educators The authors of this book provide their research and experience based insights on collaboration to inspire the young generation of the mathematics community to engage in productive collaborations and exchange of knowledge early in their careers These valuable collaborations are anticipated to generate innovative research questions that set new and novel paths for mathematics education research with ample possibilities yet to be realized and discovered **Teaching and Learning in Maths Classrooms** Chiara Andrà,Domenico

Brunetto, Esther Levenson, Peter Liljedahl, 2017-05-03 The book presents a selection of the most relevant talks given at the 21st MAVI conference held at the Politecnico di Milano The first section is dedicated to classroom practices and beliefs regarding those practices taking a look at prospective or practicing teachers views of different practices such as decision making the roles of explanations problem solving patterning and the use of play Of major interest to MAVI participants is the relationship between teachers professed beliefs and classroom practice aspects that provide the focus of the second section Three papers deal with teacher change which is notoriously difficult even when the teachers themselves are interested in changing their practice In turn the book s third section centers on the undercurrents of teaching and learning mathematics which can surface in various situations causing tensions and inconsistencies The last section of this book takes a look at emerging themes in affect related research with a particular focus on attitudes towards assessment The book offers a valuable resource for all teachers and researchers working in this area

Mathematics Education and Technology-Rethinking the Terrain Celia Hoyles, Jean-Baptiste Lagrange, 2009-10-09 Mathematics Education and Technology Rethinking the Terrain revisits the important 1985 ICMI Study on the influence of computers and informatics on mathematics and its teaching The focus of this book resulting from the seventeenth Study led by ICMI is the use of digital technologies in mathematics teaching and learning in countries across the world Specifically it focuses on cultural diversity and how this diversity impinges on the use of digital technologies in mathematics teaching and learning Within this focus themes such as mathematics and mathematical practices learning and assessing mathematics with and through digital technologies teachers and teaching design of learning environments and curricula implementation of curricula and classroom practice access equity and socio cultural issues and connectivity and virtual networks for learning serve to organize the study and bring it coherence Providing a state of the art view of the domain with regards to research innovating practices and technological development Mathematics Education and Technology Rethinking the Terrain is of interest to researchers and all those interested in the role that digital technology plays in mathematics education

Reviewing **Teaching And Learning Of Mathematics At University Level**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Teaching And Learning Of Mathematics At University Level**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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