

CAMBRIDGE COLLOQUIA IN MATHEMATICS EDUCATION

Monday 30th October 2006 at 5.30 p.m., Room 117, Mary Allan Building, Hills Road

Professor Stephen Lerman, South Bank University

A REVIEW OF RESEARCH ON SOCIOCULTURAL THEORIES AND SOME REFLECTIONS ON MULTIPLE LENSES IN RESEARCH

In 2005 a Research Forum on "Theories of Mathematics Education" at PME29 responded to the call by the organisers: 'the time seems ripe for our community to take stock of the multiple and widely diverging mathematical (sic) theories'. Developing a contribution I made there, I will briefly examine empirically the diversity of theories in our field, focusing in particular on the development of sociocultural theories over the years. Reflecting on this situation, I will suggest that the multiplicity and divergence of theoretical frameworks are not surprising nor are they necessarily damaging to the field. I welcome some discussion particularly on these reflections.

Monday 4th December 2006, 5.30 p.m., Room 117, Mary Allan Building, Hills Road

Dr Lyndon Martin, University of East Anglia

COLLECTIVE MATHEMATICAL UNDERSTANDING AS AN IMPROVISATIONAL PROCESS

In this seminar I will explore the phenomenon of mathematical understanding, and consider the possibility for and nature of collective mathematical understanding. Collective mathematical understanding refers to the kinds of shared learning and thinking we may see occurring when a group of learners work together on a piece of mathematics. Through drawing on improvisational theory, together with elements of the Pirie-Kieren Theory, I will set out the beginnings of a framework for characterising the growth of collective mathematical understanding as a creative and emergent improvisational process and illustrate how this can be observed in action.

Tea and coffee will available before each meeting. All are very welcome. For directions and any other information, contact Tim Rowland at tr202@cam.ac.uk