The TE-Mathematics Education Search Committee cordially invites you to a talk by

Dr. Mathew Felton

Monday, February 3, 2014
12:00-1:30 pm
Room 116H Erickson Hall

“Children know more than I think they do”:
Learning to Teach the World with Mathematics

In this talk Dr. Mathew Felton discusses his research agenda on understanding prospective and current teachers’ vision for school mathematics, and how their views can be challenged and informed by both the discipline of mathematics and by perspectives on issues of equity, social justice, and diversity. He will begin by summarizing his recent work, with a particular focus on the What, Who, and How—a framework he has developed to study teachers’ views of the social and political dimensions of school mathematics. He will then discuss how he is building on this research to address two central questions: (1) How do teachers’ views of the sociopolitical dimensions of school mathematics develop and evolve over time?, and (2) What mathematical knowledge for teaching is needed when connecting mathematics to meaningful contexts? To address these questions he is examining shifts in a practicing teacher’s views of equity during a multi-year professional development program and he is also studying how prospective K-8 teachers use mathematics when analyzing real world social or political issues. He will conclude by describing a research agenda intended to move this work forward through (a) the development of a survey for measuring teachers’ views, (b) a plan for a professional development program with practicing teachers focused on mathematical modeling and making connections to meaningful contexts, and (c) research designed to study prospective teachers’ views longitudinally in their teacher education program.

Mathew Felton is an Assistant Professor of Mathematics Education at the University of Arizona. He received his Ph.D. in Curriculum and Instruction, with an emphasis on Mathematics Education, from the University of Wisconsin—Madison in 2010. His work focuses on prospective and practicing teachers’ views about mathematics education, primarily in the elementary and middle grades. In particular, he focuses on teachers’ views of using mathematics to investigate issues of social justice and how the teaching and learning of mathematics sends messages about issues of race, culture, class, gender, and other markers of difference in our society. He is the principal investigator of Arizona Master Teachers of Mathematics, a Robert Noyce National Science Foundation grant focused on strengthening elementary mathematics teacher leadership.