

## **Nuffield Seminar Series: Mathematical Knowledge in Teaching**

The final seminar of the series, scheduled for 17<sup>th</sup> June, in London, will focus on formulating a research agenda on mathematical knowledge in teaching. In preparation for this event, each core participant is asked to prepare a short paper (1 to 2 sides of A4) identifying and arguing for particular issues as important for future research. Colleagues planning to collaborate on chapters for the proposed MKiT book – and other colleagues – are welcome to submit a joint short paper (2 to 3 sides of A4) instead of individual submissions. Please send your paper to Tim [tr202@cam.ac.uk](mailto:tr202@cam.ac.uk) and Ken [kr18@cam.ac.uk](mailto:kr18@cam.ac.uk), with filename <Familyname\_MKiT6.doc> (or <Familyname&Familyname\_MKiT6.doc>), by 25<sup>th</sup> May. These papers will be posted in advance of the meeting on the seminar website.

Contributions are particularly encouraged which identify where the core of established research-based knowledge about mathematical knowledge in teaching is:

- incomplete – in terms of neglecting important aspects: or
- problematic – in terms of incorporating questionable assumptions: or
- ineffective – in failing to provide means of addressing important practical issues or dilemmas.

Such contributions might start by demonstrating that some aspect of established research-based knowledge is weak in one or more of these respects, and then set out ways in which it could be developed conceptually and empirically.

At the seminar itself, contributions will be grouped thematically, so that we can start with a sequence of plenary sessions, each of these opening with several 3-minute ‘pitches’ for research topics, and then followed by general discussion. Later we will break into smaller groups for further discussion, leading into a final plenary.