



**HAL**  
open science

## Education and professional development of University Mathematics Teachers

Carl Winsløw, Rolf Biehler, Barbara Jaworski, Frode Rønning, Megan Wawro

► **To cite this version:**

Carl Winsløw, Rolf Biehler, Barbara Jaworski, Frode Rønning, Megan Wawro. Education and professional development of University Mathematics Teachers. INDRUM 2018, INDRUM Network, University of Agder, Apr 2018, Kristiansand, Norway. hal-01849922

**HAL Id: hal-01849922**

**<https://hal.science/hal-01849922>**

Submitted on 26 Jul 2018

**HAL** is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

# **Education and professional development of University Mathematics Teachers**

Panellists: Rolf Biehler (Paderborn University, Germany)  
Barbara Jaworski (Loughborough University, United Kingdom)  
Frode Rønning (Norwegian University of Science and Technology, Norway)  
Megan Wawro (Virginia Tech, United States)

Chair: Carl Winsløw (University of Copenhagen, Denmark)

## **ABSTRACT**

The theme of this panel may surprise some, as university teachers of mathematics typically hold a PhD in mathematics or some adjacent field, and in many places some “pedagogical training” is also foreseen. However, university teaching presents still more challenges (in many places: more inhomogeneous or different student groups to teach), and opportunities (including new technology, and – we hope – useful resources from research on UME). For all of these reasons, the panel will address the following questions:

1. What is the current, typical preparation of University Mathematics Teachers for their function as teachers? What “in-service” opportunities for teacher development exist? - naturally, answers will depend both on countries and institutions, but sharing experiences could help to provide an updated picture of how the “professional knowledge of UME teachers” is currently built and sustained.
2. Do the current preparation and opportunities for development meet the demands that exist or can be foreseen? Could the preparation and development opportunities be improved, for instance by giving university teachers (more) access to selected parts of current research on UME, and possibly also participate in research and development projects? What initiatives exist, and which could be imagined as beneficial – both to increase the impact and quality of research on UME, and of UME itself?