

MATHEMATICS DISCIPLINE DAY

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Abstract

As every year, this will be a very good opportunity to network with mathematics colleagues from across the country.

There are several challenges faced by those responsible for teaching mathematics and statistics at undergraduate level. How should we teach mathematics and statistics in the technology rich environment we operate today? How do we better engage students through teaching and learning, and through assessment? Are our graduates equipped with the skills and knowledge required to navigate the world of work? How do we know? How do we inform students about the vast array of jobs that studying maths and stats will open them to? Even if this is not their main game, how will maths and stats give them an edge?

Come to the Mathematics Discipline Day workshop to discuss these and other questions that are keeping you awake at night. It will be a great opportunity to exchange approaches you have tried or have seen working elsewhere. If you would like to put a particular issue on the agenda, do not hesitate to contact the workshop leaders.

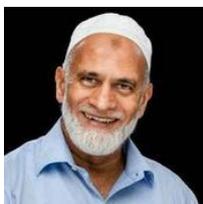
Format

This session will run for 2 hours.

Biographies of workshop leaders



Associate Professor Deborah King is Coordinator of Learning and Teaching Innovation in the School of Mathematics and Statistics and Associate Dean (Undergraduate Programs) in the Faculty of Science at The University of Melbourne, Deborah recently completed national projects on assessment in tertiary mathematics and on first-year tertiary mathematics teaching. She now leads a national network, which aims to build a supportive community of tertiary mathematics educators to support the development of innovative approaches to mathematics learning and teaching and to broadly disseminate these initiatives. Deborah's research interests include the professional practice of academics and student-centred approaches to learning and teaching in tertiary mathematics.



Dr R. Nazim Khan is a lecturer in Mathematics and Statistics at The University of Western Australia. He is a fellow in the Faculty Academy for the Scholarship of Education. His interest lies in teaching practice, academic standards and the state of the higher education sector. His current projects include assessment of teaching and learning, and a historical analysis of mathematics education in Australia and comparison with other countries.



Professor Cristina Varsavsky holds an education focused position and is currently Interim Dean of the Faculty of Science at Monash University. Her interests in the scholarship of learning and teaching include broad areas of mathematics and science education. Her current and recent national projects include topics such as assessment, teacher education and work integrated learning.

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