“Teaching Teachers Mathematics”

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Abstract
What mathematics should teachers know and how should they come to know that mathematics? The Mathematical Education of Teachers II argues that the mathematical knowledge needed for teaching differs from that of other professions and that teachers need mathematics courses that develop a solid understanding of the mathematics they will teach. The publication also urges greater involvement of mathematicians in teacher education. We will discuss the MET2 recommendations and report on efforts at the University of Nebraska-Lincoln to create mathematics courses for teachers and to work in partnership with mathematics educators to educate mathematics teachers able to educate K-12 students who graduate college and career ready.

Biographical Note
W. James “Jim” Lewis is Aaron Douglas professor of mathematics and Director of the Center for Science, Mathematics, and Computer Education at the University of Nebraska-Lincoln. He is PI for two major NSF grants, NebraskaMATH and NebraskaNOYCE. He was chair of the writing team that produced the CBMS report, The Mathematical Education of Teachers II, and a member of the AMS Task Force that produced Towards Excellence: Leading a Doctoral Mathematics Department in the 21st Century. Jim has received many teaching awards including Nebraska’s Outstanding Teaching and Instructional Creativity Award and the Carnegie Foundation’s 2010 Nebraska Professor of the Year. He also received the UNL Chancellor’s Commission on the Status of Women Award for his support of opportunities for women in the mathematical sciences. He is a Fellow of the American Mathematical Society. He received his Ph.D. in mathematics from Louisiana State University.