“Knowledge and Attitudes about Teaching Algebra for Equity: Lessons Learned”

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Harrington Tower 301

Abstract
A key challenge in mathematics teacher education is to prepare teachers who have deep knowledge of mathematics (Kulm, 2008) and awareness and understanding of the diverse cultures and characteristics of their students (Sleeter, 2001). The presentation will summarize strategies and current results of a 5-year NSF-funded design experiment that employs several strategies in a required problem solving course in an attempt to equip pre-service middle grade mathematics teachers with the pedagogical content knowledge and equity consciousness (McKenzie & Skrla, 2011) necessary to teach algebra to diverse students.

Biographical Note
Dr. Gerald Kulm is Senior Professor of Mathematics Education in the College of Education and Human Development, Texas A&M University. Dr. Kulm’s areas of research are mathematics teacher education and curriculum evaluation. Kulm re-joined TAMU in August 1999 as Curtis D. Robert Endowed Professor. He previously held positions at the American Association for the Advancement of Science, University of Kentucky, and Purdue University. Kulm is the author or editor of more than a hundred publications on teaching, problem solving, attitudes, curriculum evaluation and assessment in mathematics and science education.