

Abstract for Monday seminar 21 September 14.15 in J 2009

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Energies of Inquiry

Through discussion and sharing of experiences, we will inquire into the nature, form and manifestation of different energy levels required for different forms of inquiry, mathematically and pedagogically.



John Mason is professor at The Open University Centre for mathematics education in England and has a long story of teaching mathematics mathematics; a tutor for fellow students, school students and in college. He instituted active-problem-solving sessions, which later became investigations, and developed project-work for students in their second year of pure mathematics.

His principal focus is thinking about mathematical problems, and trying to support people who want to develop their mathematical thinking, or the mathematical thinking of others. Along the way he has articulated a way of working developed at the Centre which provides methods and an epistemologically well founded basis for practitioners to develop their own practice, and to turn that into research

John Mason has written several books, for example in 1982 *Thinking Mathematically* with Leone Burton and Kaye Stacey, a book which has turned into a classic and is still in use in many countries around the world (currently being revised for a new edition). Other books: *Learning and Doing Mathematics*, *Routes-to Roots-of Algebra*, *Practitioner Research Using The Discipline of Noticing*; *Using Counter Examples in Calculus* (with Sergyi Klymchuk), *Listening Counts* and *Listening Figures* (Edited with Jenny Houssart) *Mathematics as a Constructive Activity: learner constructed examples* (with Anne Watson), numerous papers and chapters in research books, and numerous books for mathematics teachers in primary, secondary and tertiary phases. John Mason is also Senior Research fellow in the department of education at the University of Oxford

For further detail see <http://www.mcs.open.ac.uk/People/j.h.mason>