

Teaching University Mathematics: What mathematicians have said

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The focus of this paper is on the 'teaching and learning of mathematics at university level'. The paper is based on a survey of members of staff in a UK university mathematics department. It describes an attempt to gather the views of mathematicians on a range of issues surrounding 'the teaching and learning of mathematics at university'. How do they see their role as teachers of mathematics, to what extent do they identify students' learning needs and how has training impacted on their practices as teachers of mathematics? It draws on research in a sociocultural frame that explores teachers' and students' perspectives in order to learn more about the aspects and issues in learning and teaching mathematics in a university.

Although this survey was on a relatively small scale it was supported by 82% of staff (31 individuals) within this particular department. The degree of awareness and willingness among respondents to address issues relating to the teaching of mathematics in higher education can be seen as reflected in this dimension alone. This article describes some of the findings, explores and identifies areas for further research activity and suggests how findings of these sorts can be illuminative in understanding the mathematics environment in a university.