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Mathematics as “meta-technology” and “mind-power”: views of engineering students.

Ubuz, Behiye (ed.) et al., CERME 8. Proceedings of the eighth congress of the European Society of Research in Mathematics Education, Antalya, Turkey, February 6–10, 2013. Ankara: Middle East Technical University (ISBN 978-975-429-315-9). 2286-2295 (2013).

Summary: The paper reports an exploration of first year undergraduate engineering students’ rationales for choosing engineering programmes at master’s level and the potential gains for their future professions they see from studying mathematics. As a means for organising the data, we used some notions of Bourdieu’s theory of the economy of forms of social practice. The study aims to contribute to understanding differences in the students’ experiences of and interest in university mathematics.

Classification: C25

Keywords: engineering students’ rationales; potential gains; students’ experiences; interest; university mathematics