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**Supporting students in their transition to university mathematics.**

Smith, C. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 31, No. 2. Proceedings of the day conference, Leeds, UK, June 2011. London: British Society for Research into Learning Mathematics (BSRLM). 19-24 (2011).

Summary: Our Transmaths projects aimed to understand how different practices in mathematics during the transition to higher education impact on students' dispositions and identity and influence their future success in mathematically demanding subjects. In this paper, we discuss three examples of university transition support mechanisms and how these seem to be helping students, in particular those who are considered mathematically weak, to make a successful transition into university. We discuss implications for pedagogy, curriculum and institutions.

*Classification:* C75

*Keywords:* transition; undergraduate mathematics; boundary crossing; resilience; learning to learn