

ZMATH 06675728

Vithal, Renuka; Goba, Busisiwe

Successful postgraduate mathematics education supervision.

Phakeng, Mamokgethi (ed.) et al., Mathematics education in a context of inequity, poverty and language diversity. Giving direction and advancing the field. Cham: Springer (ISBN 978-3-319-38823-6/hbk; 978-3-319-38824-3/ebook). 59-73 (2016).

Summary: As postgraduate education expands internationally, the demand and pressures for successful outcomes have also increased. A key aspect under scrutiny in this is the timeous completion of a quality dissertation or thesis. This chapter explores the postgraduate research supervision perspectives and practices of one exceptional mathematics education researcher, Jill Adler, as a contribution to the conversation and understanding of mathematics education research supervision. The question is what can be learnt about supervision from her reflections and experiences, which have taken place in a post-Apartheid South Africa? The chapter draws on data from a larger South African Project on Postgraduate Education Research (1995–2004) and an interview with Jill Adler. The analysis yielded three paired themes, which explain her successful supervision of research students: creating community and being in community; becoming expert and being connected; and building projects and problems of practice.

Classification: B40

doi:10.1007/978-3-319-38824-3_6