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Analysing lecturer practice: the role of orientations and goals.

Summary: This article continues a fairly recent trend of research examining the teaching practice of university mathematics lecturers. A lecturer’s pedagogical practices in a course in linear algebra were discussed via a supportive community of inquiry. We use Schoenfeld’s framework describing the relationship of resources, orientations and goals to decision-making to analyse this practice. The lecturer’s overarching goal of assisting students to see the ‘big picture’ and the methods he employed to do so, arising from his beliefs, values and preferences are described. An example of this approach in action is presented along with possible pedagogical implications.

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