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Transition through mathematical tasks.

Adams, G. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 35, No. 1. Proceedings of the day conference, St. Patrick's College, Dublin, Ireland, February 28, 2015. London: British Society for Research into Learning Mathematics (BSRLM). 19-24 (2015).

Summary: The transition to university level mathematics is often problematic for students. *M. Clark* and *M. Lovric* [Math. Educ. Res. J. 20, No. 2, 25–37 (2008; ME 2009b.00158)] have written about some of the differences between mathematics at school and at university, including the type of mathematics taught and the way mathematics is taught. Students at this stage also have to contend with social and cultural changes. As part of a project on task design, ten first year students at two different universities in Ireland were interviewed. In this paper, we will discuss their experiences of mathematics at school and university. In particular, we will consider the differences in the types of mathematical tasks encountered at both levels and the students' views of the influences of such tasks.

Classification: D35 D55 C25 I15

Keywords: secondary-tertiary transition; different requirements; task design; problem posing; calculus; educational research; interviews; student perceptions

<http://www.bsrlm.org.uk/IPs/ip35-1/BSRLM-IP-35-1-04.pdf>