Modelling the transition from secondary to tertiary mathematics education: teacher and lecturer perspectives.

Summary: The transition from school to tertiary study of mathematics is rightly coming under increasing scrutiny in research. This paper employs Tall’s model of the three worlds of mathematical thinking to examine key variables in teaching and learning as they relate to this transition. One key variable in the transition is clearly the teacher/lecturer and we consider the perspectives of both teachers and lecturers on teaching related matters relevant to upper secondary and first year tertiary calculus students. While this paper deals with a small part of the data from the project, which aims to model the transition, the results provide evidence of similarities and differences in the thinking of teachers and lecturers about the transition process. They also show that each group lacks a clear understanding of the issues involved in the transition from the other’s perspective, and there is a great need for improved communication between the two sectors.

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