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Investigating the time allocated to teaching mathematics in Irish second level schools.

Rogerson, Alan (ed.), The mathematics education for the future project. Proceedings of the 13th international conference 'Mathematics education in a connected world', Catania, Sicily, Italy, September 16–21, 2015. Münster: WTM-Verlag (ISBN 978-3-942197-44-1/pbk; 978-3-942197-86-1/ebook). Conference Proceedings in Mathematics Education 1, 339-348 (2015).

Summary: The Irish government introduced Project Maths in all schools nationally in September 2010 in what was a major reform of second-level mathematics education in Ireland. This reform involves a greater emphasis on problem solving and teaching for understanding. Research suggests that these new approaches, coupled with overly broad syllabi, are placing strains on the instructional time currently available for teaching mathematics. This instructional time differs between schools and indeed between classrooms within schools, with many teachers offering voluntary hours in an attempt to cover the course. In 2015 the authors received funding to carry out a major national study investigating the amount of time allocated to mathematics in Irish second-level schools. This paper outlines some preliminary results and findings which focus on whether the amount of time allocated to teaching mathematics in Ireland has changed since the introduction of Project Maths.

Classification: D30 D40

Keywords: reform of second-level mathematics education; problem solving; teaching for understanding; instructional time