

ZMATH 2015c.00277

Kaye, David

Critical issues in adult numeracy practice – contradictions and strategies.

Adults Learn. Math. 9, No. 2, 54-62, electronic only (2014).

Summary: This paper discusses the critical situations I have been asked to ‘improve’ by providing professional development for teams of adult numeracy and functional mathematics teachers in the post-16 sector in London. These situations have not been identified through any research process, but arise from internal management reviews of course outcomes and staff development provision. The assessment by the institution’s management of these situations is often very different from that of the teaching staff. And my view as a teacher trainer is probably different again. The main focus of my intervention is to suggest changes to planning and teaching strategies. However, organisational structures have also to be considered. The author argues that three significant theories, ‘multiple intelligences’, ‘a profound understanding of fundamental mathematics’ and ‘how the mind creates mathematics’ provided guidance for the reflection of practice. The approach taken is supported by the Open University’s guide to action research.

Classification: D30 B50

Keywords: adult education; mathematical literacy; adult numeracy; teaching; didactics of mathematics; teacher education; key changes to teaching strategies; research; vocational education; educational policy; goals of mathematics education; learning objectives; foreigners education; language problems; literacy; number context; intelligence; numerosity

<http://www.alm-online.net/images/ALM/journals/alm-ij-volume9-2-november2014.pdf>