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“I remember the whole board being full of different calculations and trying to make some sense of it.” The influence of significant moments in adult numeracy teachers’ own learning experiences on their teaching practice.

Adults Learn. Math. 9, No. 2, 22-34, electronic only (2014).

Summary: In researching how adult numeracy teachers actively motivate and enable learners to apply the numeracy skills they learn to their own real-life practices, a case study of two adult numeracy teachers and their learner groups was undertaken. This paper compares the teachers’ contrasting personal experiences of mathematics learning to consider how significant moments in their own learning experiences may have influenced their beliefs about, and approaches to, their adult numeracy teaching practice. Similarities and differences between teachers’ approaches are explored and compared, to conclude that teachers’ learning experiences greatly influenced their beliefs and teaching practices.

Classification: B50 C29 M18 C49

Keywords: adult education; mathematical literacy; adult numeracy; teaching; research; case studies; interviews; teacher’s learning experiences; teacher education; teacher characteristics; beliefs; teacher attitudes; real-life mathematics; transfer of training

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