Einladung zum
Mathematischen Kolloquium


spricht

Prof. Dr. Gloria Stillman
Faculty of Education, University of Melbourne

über

FOSTERING METACOGNITIVE COMPETENCIES DURING SOLUTION OF BEGINNING MATHEMATICAL MODELLING TASKS

The importance of reflective metacognitive activity during mathematical modelling activity has been proposed by several researchers (e.g., Kadijevich, 2007; Maaß, 2007; Stillman, 1998). Recent research (e.g., Galbraith & Stillman, 2006; Maaß, 2006) confirms the presence of this metacognitive activity even when students as young as 13-15 years are becoming modellers in Years 7-9. Teachers often use a variety of strategies to initiate reflective activity during and after a modelling activity. The range of metacognitive activity identified in the modelling work of Year 9 students in several Australian schools involved in an Australian Research Council funded project aimed at improving Year 9 - 11 students' achievement and engagement in mathematics, by using real world problems supported by technology. The variety of teacher interventions during this modelling will also be discussed. In particular, the different levels of cognitive demand placed on modellers when they encounter blockages to their progress and how they do or do not use metacognitive activity in an effort to overcome this will be focussed on. Finally, implications for teaching will be discussed.

Der Vortrag findet statt um 17 Uhr c.t. im Raum 7260, 7. Ebene des Mehrzweckhochhauses (MZH) der Universität Bremen, Bibliothekstraße.
Zuvor gibt es Kaffee/Tee und Gebäck im Raum 7140.

Alle Interessierten sind herzlich eingeladen.
Marc Keßeböhmer als Kolloquiumsbeauftragter.