

Electronic Seminar on Mathematics Education

Teaching students to communicate as mathematicians: threshold concepts and their application at MIT

Susan Ruff, MIT



In this seminar, we'll discuss concepts that can guide the teaching of mathematical communication: writing to learn vs. learning to write; Anne Beaufort's model of the prerequisites to effective disciplinary communication; the view of genres and genre systems as rhetorical actions; and Lave and Wenger's observation that limited peripheral participation can be an effective means for entering a community of practice. Periodic questions will guide participants to consider how these concepts could be applied in their contexts, and examples of their application to curriculum design, instruction, assignment design, feedback, and assessment will be given from communication-intensive mathematics subjects offered by the MIT Department of Mathematics.

Nov 27, 2018

12:00 - 1:00 ET

To join the seminar, go to
<https://zoom.us/j/8803591328>

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