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Two sides of a coin

I meet future teachers in two courses: first-year math for elementary teachers and an upper-level history of math course. On the surface, the two courses cannot be more different in terms of mathematical content, prerequisites, the students' level of academic and mathematical maturity, to name a few. Yet, despite vastly dissimilar syllabi, the courses aim to mathematically engage those who will later teach math to others. What overarching learning objectives must they share? How can they tap into more than a cognitive learning domain? How can we ensure such courses are effective – what does effective mean in this setting and what evidence can we collect for the purpose of improving these courses?