

Fully funded PhD scholarship opportunities in Mathematics Education at Sheffield Hallam University

We are pleased to announce the following fully funded PhD scholarship opportunities in Mathematics Education:

Innovative mathematics pedagogies in primary schools: studies of practice

Although much is written about innovative mathematics pedagogies in primary schools and the impact these have on learning, detailed descriptions of practice are rare. This programme of research will focus on a limited number of case studies of individual primary school teachers who employ innovative practice successfully in teaching mathematics. The case studies will comprise detailed theorised descriptions of practice; ethnographic accounts of context; and accounts of how these practices are understood by children and parents. Family social class background as a variable will be foregrounded. We invite proposals for research that will impact on Primary Mathematics classroom practice. The supervisory team are currently engaged in a Comenius funded CPD curriculum development project MiMa - Mathematics in the Making as well as researching the Primary Mathematics Shanghai Teacher Exchange Programme. As a doctoral student you will join the Mathematics Education Research Group, a vibrant research community that contributes nationally to research and practice in mathematics education.

For an informal discussion please contact Professor Hilary Povey h.povey@shu.ac.uk

Transformative professional learning in mathematics education: Maths Hubs, teachers and classrooms

Sheffield Hallam University has played a leading role in evaluating large scale programmes focused on mathematics teacher professional learning including the NCETM, pilot Maths Hubs and currently the Shanghai Mathematics Teacher exchange. We welcome proposals for research focused on mathematics professional learning in the current educational context. A potential area for study is the Maths Hub initiative and how Hub activity supports professional learning and how this then leads to changes in classroom practice and impacts on teacher identities. We also welcome proposals for research focused on other aspects of mathematics teacher professional learning or other programmes/projects with the potential for transformative professional learning. You would select an appropriate qualitative methodology supported by appropriate social theory, and theories of professional learning and, if appropriate, of identity. You would contribute to and be supported by both the Mathematics Education Research Group and the Professional Learning in Educational Contexts Research Group. You would have the opportunity to work alongside researchers working on current relevant projects and contribute to our own offer of professional learning for mathematics teachers.

For an informal discussion please contact Dr Gill Adams G.Adams@shu.ac.uk

Further information available here: <http://www.shu.ac.uk/studentships/>