

Finding hope in spreadsheets use in pre-service mathematics teacher education?

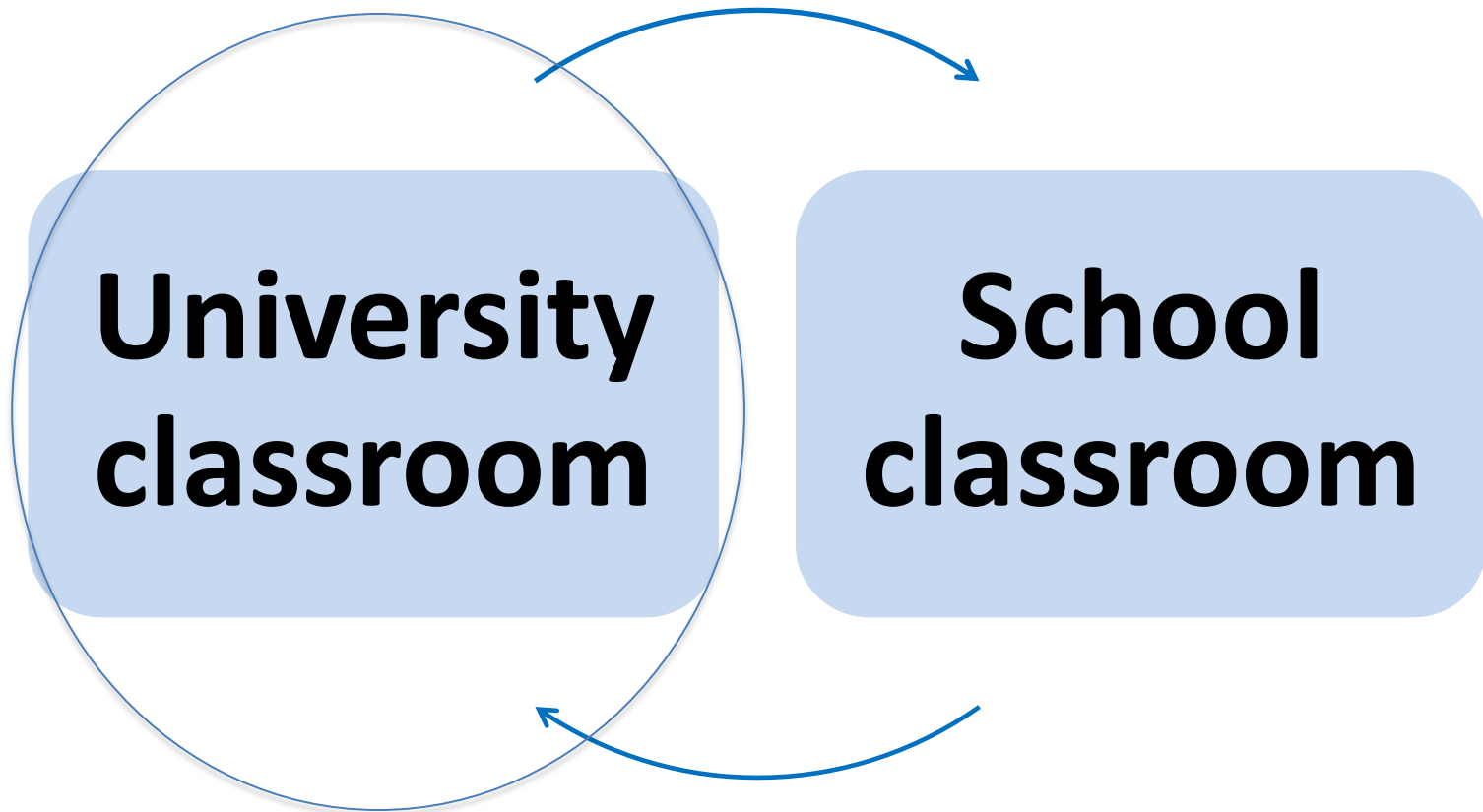
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STIAS, November 19, 2010





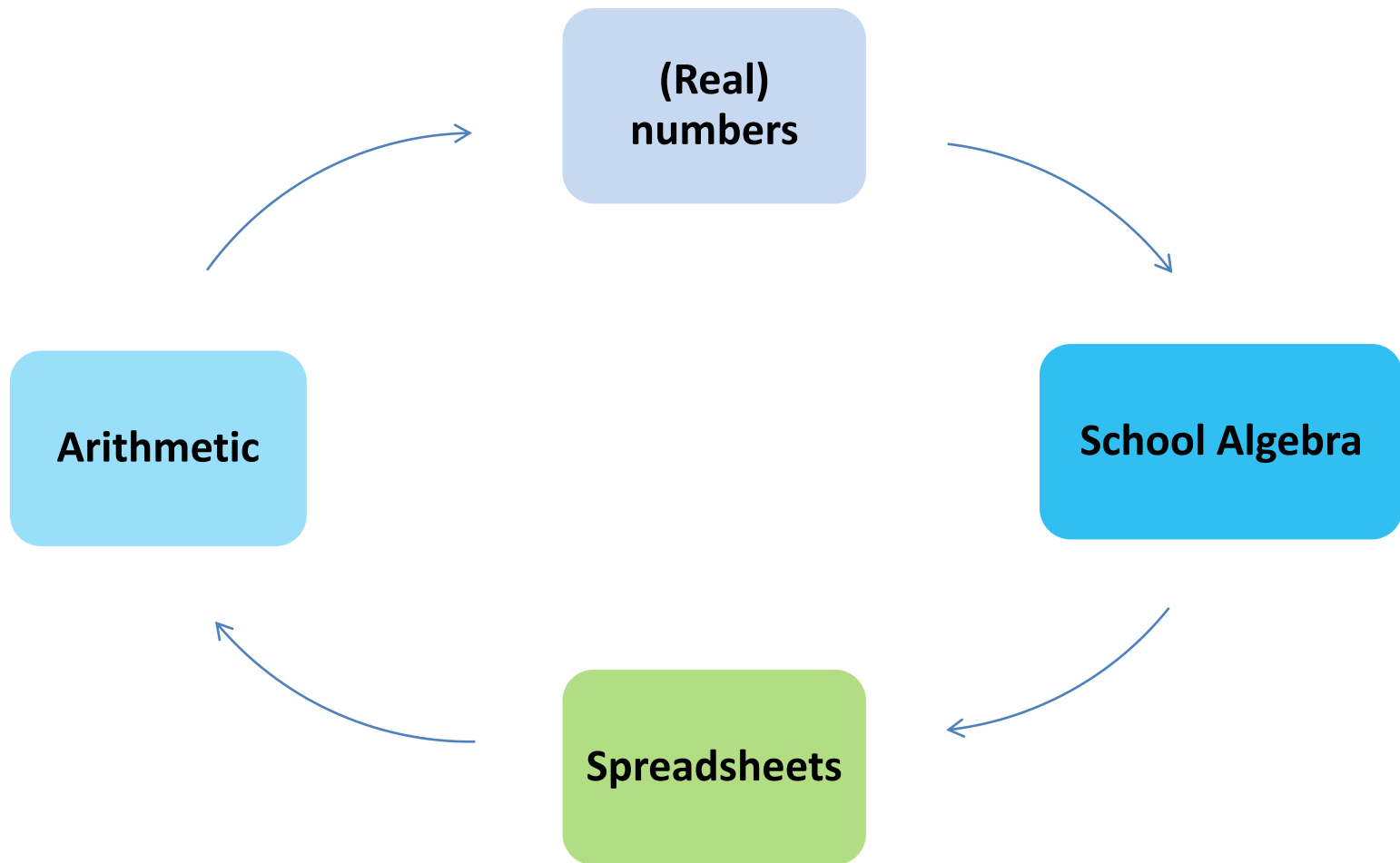


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graph LR; School --> University; University --> School;
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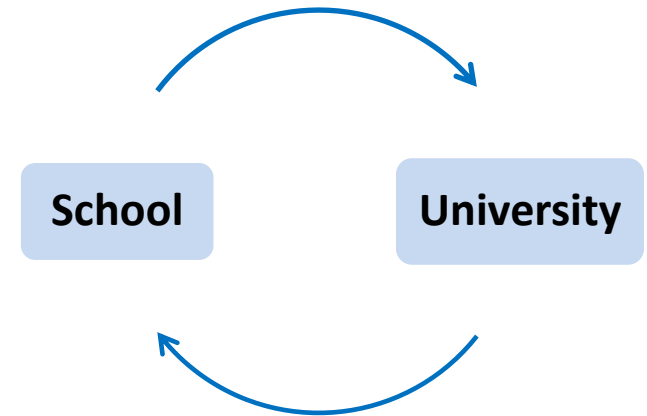
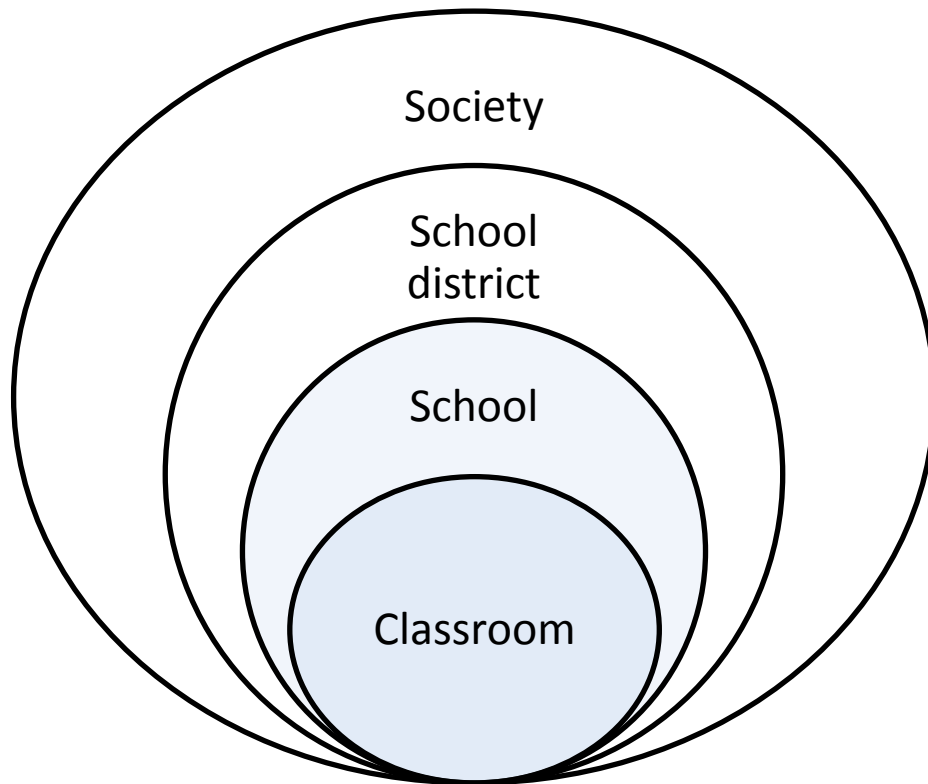
School

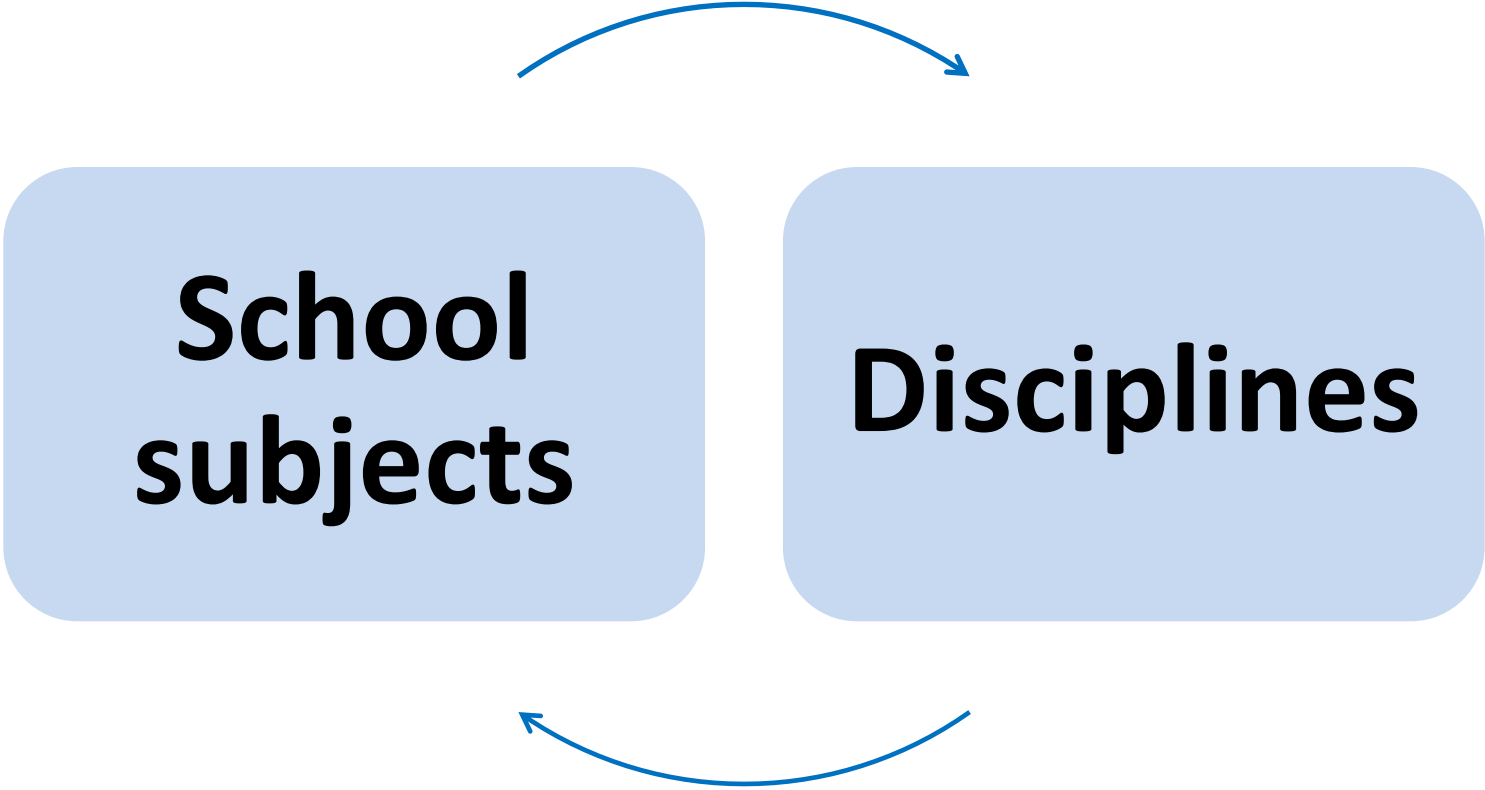
University

Specific instance of spreadsheets use



Reality





**School
subjects**

The diagram consists of two light blue rounded rectangular boxes. The left box contains the text 'School subjects' and the right box contains the text 'Disciplines'. A blue curved arrow points from the top of the 'School subjects' box to the top of the 'Disciplines' box. Another blue curved arrow points from the bottom of the 'Disciplines' box back to the bottom of the 'School subjects' box, creating a circular flow.

Disciplines

Teaching for the *public good*: demands on my role: a

1. Can I accomplish *hope* on my own through teaching in a university classroom?

Points to ponder:

- The need for me to foster relationships with communities beyond the university, e.g. teachers & children in public schools
- Concerted ways to make school mathematics ideas accessible through leverage activities involving spreadsheets use OR
- ...

Teaching for the *public good*: demands on my role: b

2. Popkewitz's Alchemy: What do we expect of the relationship between Disciplines and School Subjects?
3. Looking back from the future, what will seem to be the role of technology in the process of providing students with learning opportunities?

Teaching for the *public good*: demands on my role: c

4. How can we make sure that our societal contexts (in the SA: how we do policymaking, the relatively short time since school apartheid in the SA and the reality of many marginalized schools, ...) always remain part of our conversations?
5. When contemplating the possibilities of improving our society through educational change, how do we navigate between unwarranted optimism and despair?

Thank you