

1139-01-337

Cihan Can*, 512 McKeithen Street, Apt 3, Tallahassee, FL 32304. *Demathematizing Mathematics: Searching for Success in Mathematics Education*. Preliminary report.

Despite the recent efforts to promote student-centered practices in undergraduate mathematics instruction, lecture is still the most common method of teaching in universities (Blair, Kirkman, & Maxwell, 2013). Instructors' reasons for preferring one-way communication while teaching needs investigation, but I argue that the commonality of lecture can also be explained by the dominant view of mathematics in the society: "formal, precise, ordered, and abstract. It's broken into definitions, theorems, and remarks. [...] [It is] taken as a self-subsistent entity" (Hersh, 1998, p. 36). In this static view of mathematics, lecture is not only a pedagogical choice of the instructor, but an expected or inevitable result. If the role of the instructor is to transmit knowledge to students, why should she inquire about the views of the students? In this regard, Sfard's (2008) theory of mathematics as a discourse, a communicational approach to mathematics, can provide the foundational motivation for instructors to communicate with their students in their classrooms. I will share the preliminary results of a case study where I investigated the pedagogy of an instructor who has been using primary historical sources for her teaching from a discursive point of view. (Received February 15, 2018)