

TLPL 712  
Foundations of Mathematics Education III  
Theory and Research on Mathematics Curriculum  
Fall 2024

**Instructor:** Daniel Chazan

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**Office Hours:** by appointment

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**Class Meets:** TBD

### Course Goals

In mathematics education, curriculum is often thought of, rightly or wrongly as we will see, as an important lever for school change. Mathematics educators -- research-active or not, with leadership roles in school systems, in teacher education, in research and development projects, and in the formulation of education policy -- are frequently called on for analytic or creative work related to the content, organization, presentation, and evaluation of school and early collegiate mathematics curricula. We will concentrate on a small number of goals

An overview and structure for understanding the evolution of school mathematics curricula in the US since the inception of public schooling.

Understanding compulsory schooling in the US as a societal process that involves political and institutional forces that shape disciplinary knowledge into school subjects

Developing skill at methods for analyzing written curricular materials and understanding the opportunities for learning that they support teachers in providing students

Understanding how current mathematics education researchers conceptualize, study and evaluate K-16 curricula

As a byproduct of this work, each participant will gain familiarity with written curricular materials. However, we will not survey the K-16 curriculum topically. And, we will not focus on how curriculum projects develop materials for teachers and students

### Course expectations and assignments

**Attendance and Participation** This course is a blended doctoral seminar. Participants are expected to come to class and to participate actively. In case of an emergency, please contact me, preferably by email, or another participant.

**Weekly asynchronous discussion** The class will involve careful reading of a comparatively small number of readings. I encourage you to do these readings on Wednesdays through Sundays and do your course project work Sundays through Wednesdays. The instructor will expect everyone to come with insights to share and questions for discussion each Wednesday.

Participants are expected to read the week's readings and post comments and thoughts (roughly 250 words in length each week) on a shared Google Doc by Sunday noon and to revisit the

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