

BEGINNING WALKING IN TWO WORLDS AS A TEACHER AND RESEARCHER OF MATHEMATICAL MODELLING IN THE CLASSROOM

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In this talk I explore some of the issues faced by teacher-researchers of mathematical modelling early in their experience especially if mathematical modelling is new to their practice. Zhao (2020), for example, points out that professional obligations of teachers with respect to implementing mathematical modelling are both complex and conflicted. If those teachers are also entering the research field as early career researchers of mathematical modelling, the tensions within both their teaching and research practices can become palpable. In my talk I want to expose some of those tensions and exemplify from experiences when working with early career researchers in different research projects and situations over the years and also from my own experience as a young researcher.

References

Zhao, W. (2020). *Examining secondary teachers' practical rationality of mathematical modelling*. Doctor of Philosophy dissertation, University of Missouri-Columbia.