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Amy K Ackerberg-Hastings* (aackerbe@verizon.net). *The Evolution of Mathematics Teaching Practices, c. 1770-1970*. Preliminary report.

In 1993, Alison King drew a distinction between the “sage on the stage” and the “guide on the side” approaches to the teaching-learning process that has since become so commonplace that it has passed into popular culture. As awareness of the points raised by King and other educational theorists is reduced to a simplistic “sage bad, guide good” dichotomy, casual observers may conclude that the lecture style of teaching has always been utilized in every classroom. However, efforts to foster learning in mathematics classrooms have been more varied and more complex. This paper provides an overview of the techniques employed by mathematics teachers to facilitate and to measure learning both during and after formal class time. The paper also charts some of the major changes in these instructional processes, such as in the structure of textbooks and in the forms established for homework and assessment. In unfolding this account, we will briefly note the historiographical challenges of determining what actually happened during daily routines in mathematics classrooms. (Received January 27, 2011)