

1125-N1-41      **Maarten McKubre-Jordens\*** (maarten.jordens@canterbury.ac.nz), Private Bag 4800, Christchurch, Canterbury 8140, New Zealand, and **Erik Brogt** and **Annie Horton**. *Mathematical Maturity: How can it inform teaching and learning of mathematics?* Preliminary report.

Mathematical maturity is a ubiquitous, yet nebulous concept in mathematics. Often it is said that certain topics will be accessible for people with “sufficient mathematical maturity”, even to the point that it becomes an informal prerequisite. It appears linked to, but distinct from, the ability to do mathematics in an algorithmic sense, and tends to be a more holistic quality of a person.

This is a progress report on a scientifically motivated qualitative study of the concept of mathematical maturity, with an aim to develop and evaluate teaching strategies aimed at improving mathematical maturity and broader mathematical reasoning skills. The study is funded by Ako Aotearoa (National Centre for Tertiary Teaching Excellence in New Zealand). (Received June 15, 2016)