Contents

Foreword	Page 5
Study guide	6
Ways of using this pack	6
Organising your time	6
Adapting activities to suit your circumstances	7
Issues of race and culture	7
Following up the research: accompanying book	8
Introduction	9
0.1 What are the problems?	9
0.2 What to expect from this pack	12
1 Mathematics and the curriculum	15
1.1 Mathematics: its relationship with other subjects	18
1.2 The historical development of mathematics as a subject in the	e
British school curriculum	21
1.3 Women's contributions to mathematics and the implications	for
girls today	26
1.4 The mathematics curriculum today	30
1.5 Summary and reflection	35
2 Feelings, attitudes and expectations	36
2.1 Pupils' attitudes	37
2.2 Teachers' attitudes and expectations	45
2.3 Parents' attitudes and expectations	49
2.4 Employment and employers	52
2.5 Summary and reflection	57
3 In the classroom	59
3.1 The unintended effects of school organisation	63
3.2 Interaction in the classroom	66
3.3 Pupils' preferences for different teaching and learning styles	72
3.4 Summary and reflection	77
4 Bias in teaching materials	79
4.1 References and activities portrayed in teaching materials	80
4.2 Contexts in which mathematics is set	87
4.3 The use of apparatus in the maths classroom	93
4.4 The relationship between teachers and the media	96
4.5 Summary and reflection	100
5 Assessment	101
5.1 Types of assessment	104
5.2 Bias in questions	112
5.3 Strategies in tackling assessment	117
5.4 Summary and reflection	120

Where to go from here?	122
Appendix: The computer and mathematics	123
A.1 What is the problem?	123
A.2 The poor image of computer studies	129
A.3 Parallels and links with mathematics	132
A.4 How the computer is used	135
A.5 Summary and reflection	139
Bibliography	141