

Notes from meeting at Gardermoen, 09 August 2017

Present:

Simon Goodchild (MatRIC/UiA)	Ragnhild Johanne Rensaa (after lunch) (UiT)
Frode Rønning (MatRIC/NTNU)	Kamil Dursun (HiØstfold)
Arvid Siqveland (MatRIC/HSN)	Carsten Helgesen (HVL)
Lillian Egelandssaa (MatRIC/UiA)	Aasmund Kvamme (HVL)
Morten Brekke (MatRIC/UiA)	Roger Midtstraum (NTNU/NRT/UHR)
Per Henrik Hogstad (MatRIC/UiA)	Tom L. Lindstrøm (UiO)

MatRIC should be a change agent and a centre of competence

MatRIC could/should do more to influence STEM (MNT) education

It is very important to work outside the group of committed enthusiasts.

MatRIC needs to have a 'systems approach', it is not sufficient just to consider mathematics teaching and learning without taking account of the context in which it takes place.

MatRIC should be represented in NMR (Norwegian Mathematics Council)

Establish a MatRIC 'expert group' that could offer advice and respond to government (and other) inquiries. (hørings instans???)

Need to promote the MatRIC 'brand', that MatRIC is known as the source of excellent ideas that others want to 'steal'. Develop a legacy ... I learned that through/from MatRIC.

MatRIC needs to have a strong voice, support by solid experience, knowledge and competence

The development of 'merittering' (recognition of teaching quality) provides an opportunity for MatRIC to market the value of actions that can contribute to mathematics teachers' professional profiles.

MatRIC should be a 'showcase'. MatRIC needs to have something to offer that people want.

MatRIC needs to be more visible

MatRIC Ambassadors can play an important role.

Network building should continue and be developed further. We need to bring people together and we need to encourage personal invitations to participate in MatRIC's activity.

MatRIC should include teachers of pure and applied mathematics at bachelor level, as these share many of the challenges of teaching and learning with teachers of mathematics as a service subject.

There is a case for programme specific networks (engineering, economics, teacher education, natural sciences, etc.) mathematics teaching, but there is also much in common in mathematics teaching across these programmes that should not be lost in forming programme specific networks.

It would be very useful to have a MatRIC representative in every institution. This person to ensure MatRIC's events and resources are known by colleagues. MatRIC would pay a small honorarium and cover expenses for attending the annual conference (or other event).

MatRIC is short of human resources, more use needs to be made of people from other institutions for specific roles – 10% & 20% positions.

The focus on teacher education is important and needs to be developed, the contributions of mathematicians to the mathematics education of teacher educators is an area that MatRIC could support/develop.

Build MatRIC into the MNT conference – follow the example of bioCEED that made a big impact last March with many research reports.

MatRIC could offer courses (on CAA, use of visualization, video etc.) around Norway

MatRIC should not take a rigid position (THIS is the way to do it) MatRIC cannot tell a teacher, this is how to do your job!

Should aim for MatRIC publications to be recognized at level 1 in the Norwegian system.

A possible research action would be to compare HE mathematics education in Norway with other countries – this could then be shared with the Norwegian community as a lever for change and development. (Example of the supplementary mathematics course at Imperial College, London required by students who perform poorly in a mathematics test. The course is so good that students fail the test so they can take it!)

Need to make information more easily available found – develop the web-pages, publish 'reports of experience'. Show experience, take up into discussions, document, in writing and made easily available.

Need to improve www.matric.no

Need to improve MatRIC TV.

MatRIC offering a 'quality stamp' on teachers' professional development actions. A tool for recognizing good teachers. An agent to help institutions improve.

Consider: does it 'add', 'improve', the goal is to be better not bigger. Actions, use of resources must strengthen 'the project' (MatRIC)

Annual lecture award for the university mathematics teacher making the most noise!

MatRIC support should help to bridge the gap between school and university.