Higher Education Teaching and Learning Series 2018

The IMA recognises the importance and value of disciplinary networks in the mathematical sciences to encourage collaboration and facilitate the sharing of effective teaching and learning practice. In support of this, the IMA has established an inaugural *Higher Education Teaching and Learning Series* for 2018 consisting of a range of workshops and one-day events that are free for those working in the higher education sector.

Three events are currently scheduled:

1. ***Alternative approaches to teaching and learning in the Mathematical Sciences***
2. ***Transitions in the Mathematical Sciences***
3. ***Mathematical Academic Malpractice in the Modern Age***

For further details, including how to register, please follow the links and details below.

21 March 2018: Alternative approaches to teaching and learning in the mathematical sciences, University of the West of England

With the trend in higher education to move away from traditional didactic approaches to teaching, it is important and useful to teachers of mathematics to provide evidenced-based recommendations of alternative approaches for comparison. This workshop will focus on two alternative approaches: flipped-style teaching and problem-based learning. Attendees will have the opportunity to hear from academics who have successfully used both approaches in their teaching. In a flipped classroom, students work through material independently at their own pace before the formal class. Class time is then used for active learning, where students are able to deepen their understanding of the material. Mathematicians in the 21st century need to be equipped with the problem-solving and team-working skills alongside technical knowledge. Problem-based learning, where part of the curriculum is delivered through work on industry/research-initiated projects, has been shown to have significant benefits to graduates.

Attendance is free. To register to attend, please email Karen Henderson (karen.henderson@uwe.ac.uk), stating any dietary or access requirements.

18 April 2018: Transitions in the Mathematical Sciences, University of Warwick

Growing student numbers in mathematical sciences lead to significant challenges for teaching staff in particular when students are going through the transition from school to university education. This workshop aims to bring together staff to discuss key issues and share ideas and good practice.

For further details, including a full programme and details of how to register, please visit:
https://warwick.ac.uk/fac/sci/statistics/news/workshops/workshop

21 May 2018: Mathematical Academic Malpractice in the Modern Age, University of Manchester

Academic malpractice is a problem plaguing university teaching of mathematics. Some methods of avoiding malpractice, for example, having in-class tests rather than take-home assignments may, in the long term, be detrimental, for example by not giving the students an in-depth investigation. Attention from central university authorities concentrates on software such as Turnitin which does not report the kinds of problems affecting mathematics. The advent of computerised assessment, while a very positive step, does introduce new malpractice problems. This workshop intends to bring together university mathematics teachers from across the UK to identify and share good practice in tackling malpractice.

For further details, including how to register, please visit:
http://www.maths.manchester.ac.uk/~cds/malpractice/meeting.php