

# Contents

Authors	iii
Foreword	vii
Chapter 1. Introduction	
REINHARD HOCHMUTH, BARBARA JAWORSKI, INÉS M. GÓMEZ-CHACÓN	1
References	4
<b>Part 1. Inquiry Communities in Mathematics Teaching and Learning</b>	<b>5</b>
Chapter 2. Conceptual Foundations of the PLATINUM Project	
BARBARA JAWORSKI, INÉS M. GÓMEZ-CHACÓN, REINHARD HOCHMUTH	7
2.1. The PLATINUM Project	7
2.2. A Need to Redefine Teaching	9
2.3. IBME: A Brief History in the PLATINUM Countries and Beyond	11
2.4. IBME in Mathematics Education	15
2.5. IBME in the PLATINUM Project	18
2.6. Discussion and Conclusions	24
References	25
Chapter 3. Spidercharts: A Tool for Describing and Reflecting IBME Activities	
SARAH KHELLAF, REINHARD HOCHMUTH, JANA PETERS, JOHANNA RUGE	29
3.1. Introduction	29
3.2. Developing the Spidercharts	29
3.3. The Three Spidercharts and How to Work With Them	34
3.4. The Spidercharts of the PLATINUM Cases	44
3.5. Discussion	47
References	48
Chapter 4. Students With Identified Needs and IBME	
LUKÁŠ MÁŠILKO, CLARE TROTT	49
4.1. Introduction	49
4.2. Diversity of Students' Characteristics and Needs	49
4.3. PLATINUM Partners' Perspectives	50
4.4. Typology of Students With Identified Needs	51
4.5. Inquiry-Based Instruction and Students With Identified Needs	52
4.6. Universal Design of Inquiry-Based Mathematical Education	61
4.7. Conclusion and Discussion	68
References	68

<b>Part 2. PLATINUM: The Project</b>	<b>71</b>
Chapter 5. Origins and Implementation of the Project	
YURIY ROGOVCHENKO, JOSEF REBENDA	73
5.1. Introduction	73
5.2. Formation of the Consortium	74
5.3. Choosing the Project's Format and Focus	77
5.4. PLATINUM Intellectual Outputs and Project Management	83
5.5. PLATINUM Community Meetings and Lessons Learned	88
5.6. Reflection About Collaboration Between Mathematicians and Mathematics Educators	91
References	92
Chapter 6. Creating Teaching Units for Student Inquiry	
ANDRÉ HECK, LUKÁŠ MÁŠILKO	93
6.1. Introduction	93
6.2. Frameworks Used in PLATINUM for Designing Student Inquiry	94
6.3. Documentation of Inquiry Tasks in PLATINUM	101
6.4. Examples of Inquiry Tasks Developed and Used in PLATINUM	105
6.5. Use of ICT in Student Inquiry	110
6.6. Guiding Design Principles Identified in PLATINUM	116
6.7. Accessibility of Teaching Units for Students With Identified Needs	118
6.8. Concluding Remarks	121
References	123
Chapter 7. Methods and Materials for Professional Development of Lecturers	
INÉS M. GÓMEZ-CHACÓN, REINHARD HOCHMUTH, SVITLANA ROGOVCHENKO, NATAŠA BROUWER	127
7.1. Introduction	127
7.2. Professional Development in IBME	128
7.3. IBME Workshops	129
7.4. Summary and Looking Ahead	143
7.5. Conclusions	145
References	145
Chapter 8. Mathematical Modelling and Inquiry-Based Mathematics Education	
YURIY ROGOVCHENKO, MARIIA ASTAFIEVA, PAUL HERNANDEZ-MARTINEZ, OKSANA LYTVYN, NATALIIA MORZE, ZUZANA PÁTÍKOVÁ, JOSEF REBENDA, SVITLANA ROGOVCHENKO	147
8.1. Introduction	147
8.2. Mathematical Modelling and Inquiry-Based Mathematics Education in Our Teaching	147
8.3. Active Knowledge: Connecting IBME and MM	152
8.4. Examples From Three PLATINUM Partners	155
8.5. Conclusions	168
References	169
Chapter 9. Evaluation of Inquiry-Based Mathematics Education	
INÉS M. GÓMEZ-CHACÓN, NATAŠA BROUWER, PAOLA IANNONE, MARIA KRÁLOVÁ	171
9.1. Introduction	171

9.2.	Research Methodology	172
9.3.	Presentation of the Cases	173
9.4.	Contribution of the Cross-Cases Study: Challenges and Issues	181
9.5.	Conclusions	182
	References	183
<b>Part 3. Learning About Teaching: Case Studies</b>		<b>185</b>
Chapter 10. Introduction to the Case Studies in PLATINUM		
	BARBARA JAWORSKI	187
10.1.	Inquiry-Based Mathematics Education—Basis for Our Case Studies	187
10.2.	Elements of Our Inquiry Activity in the Case Study Chapters Which Follow	189
10.3.	Introduction to Each of the Case Studies	193
10.4.	Concluding Thoughts	196
	References	196
Chapter 11. Teaching Students to Think Mathematically Through Inquiry: The Norwegian Experience		
	SVITLANA ROGOVCHENKO, YURIY ROGOVCHENKO	197
11.1.	Mathematics Education at the University of Agder	197
11.2.	The MatRIC-PLATINUM Community at the University of Agder	199
11.3.	Promoting Conceptual Understanding in a Differential Equations Course for Engineers	200
11.4.	Innovation Versus Students' Inertia and Institutional Constraints	206
11.5.	Lessons Learned	211
	References	213
Chapter 12. Design and Implementation of an Inquiry-Based Mathematics Module for First-Year Students in Biomedical Sciences		
	ANDRÉ HECK, MARTHE SCHUT, NATAŠA BROUWER	215
12.1.	Setting the Scene	215
12.2.	Background Information	216
12.3.	Work of the CoI on the First Version of the Module	222
12.4.	Work of the CoI on the Redesign of the Module	228
12.5.	Concluding Remarks	232
	References	233
Chapter 13. The First Experience With IBME at Masaryk University, Brno		
	MARKÉTA MATULOVÁ, MARIA KRÁLOVÁ, LUKÁŠ MÁŠILKO	235
13.1.	Introduction	235
13.2.	The Historical and Institutional Background	235
13.3.	The Community of Inquiry at Masaryk University	237
13.4.	Statistics 1: The Experience of Tamara and Patricia	240
13.5.	Mathematical Analysis 1: The Experience of Lenny and Luke	242
13.6.	Mathematics 2: The Experience of Marge	247
13.7.	Summary	251
	References	252

Chapter 14. In Critical Alignment With IBME	
JOHANNA RUGE, REINHARD HOCHMUTH, SARAH KHELLAF, JANA PETERS	253
14.1. Introduction	253
14.2. Context of the Teaching Project of the LUH-group: The Course, the Concern for Reflective Agency, and the Sample Task	256
14.3. Phenomena and Contradictions of the Inquiry Teaching Project: Reflections Against the Background of Concepts Underlying Reflective Agency	261
14.4. Reflecting on Issues Regarding IBME, the Three-Layer Model and CoIs, and How They Underlie PLATINUM	265
14.5. Concluding Remark	270
References	271
Chapter 15. Two Decades of Inquiry-Based Developmental Activity in University Mathematics	
BARBARA JAWORSKI, STEPHANIE THOMAS, PAOLA IANNONE	273
15.1. Introduction	273
15.2. Chapter Structure	274
15.3. History	274
15.4. The Teaching Group: A Community of Inquiry	275
15.5. Inquiry-based Tasks in a Foundation Mathematics Course	277
15.6. Teaching Engineering Students	282
15.7. Discussion	285
References	287
Chapter 16. Teaching Inquiry-Oriented Mathematics: Establishing Support for Novice Lecturers	
INÉS M. GÓMEZ-CHACÓN, ANTONIO DÍAZ-CANO, JUAN-ANTONIO INFANTE, ADRIÁN RIESCO	289
16.1. Introduction	289
16.2. Complutense University of Madrid	290
16.3. Community of Inquiry (CoI) at UCM	291
16.4. Designing Materials for Professional Development	292
16.5. The Matrix Factorisation Inquiry Project	295
16.6. Implementation Results With Novice Lecturers	302
16.7. Concluding Remarks and Ongoing Work	305
References	305
Chapter 17. Development of a Community of Inquiry Based on Reflective Teaching	
JOSEF REBENDA, ZUZANA PÁTÍKOVÁ, GABRIELA REBENDOVÁ, EVA SEDLÁKOVÁ, HANNA DEMCHENKO	307
17.1. Introduction	307
17.2. Background, History, and the Team of the BUT CoI	307
17.3. Contribution of IBME to Reflective Teaching	310
17.4. Challenges, Achievements, and Experiences of the CoI	320
17.5. Conclusion and Future Development of the CoI	325
References	326

Chapter 18. Experience in Implementing IBME at the Borys Grinchenko Kyiv University	
MARIIA ASTAFIEVA, MARIIA BOIKO, OKSANA HLUSHAK, OKSANA LYTVYN, NATALIYA MORZE	327
18.1. Development of an IBME Community at BGKU	327
18.2. IBME for the Formation of Conceptual Knowledge During Teaching of Mathematical Analysis	331
18.3. Evaluating Effectiveness of IBME to Achieve Educational Goals	342
18.4. Discussion of the Case in the Community of Inquiry	345
References	347
<b>Part 4. Lessons Learned</b>	<b>349</b>
Chapter 19. Epilogue	
INÉS M. GÓMEZ-CHACÓN, BARBARA JAWORSKI, REINHARD HOCHMUTH	351
19.1. Conceptualisation of Inquiry at University Level	351
19.2. Pathways in the Design of Materials in University Mathematics	352
19.3. Methods and Materials for Professional Development of Lecturers	353
19.4. And to Conclude	353