The LMS/HODOMS Education Day is an opportunity for maths lecturers across the HE sector to meet together to discuss aspects of education directly related to HE.

The day will be divided into two working sessions 11am-1pm and 2pm-4pm, preceded and followed by coffee and with a one hour lunch break to encourage interaction.

Each session will start with short presentations by two ‘experts’ leading to a short general discussion. There will then be break out sessions of smaller groups to discuss the topics of each half, followed by a further general discussion session. The smaller groups will have scribes who will record and report back the results of the discussions.

The timetable is as follows

**Session One**

10.30am – 10.50am Coffee and Registration
10.50am – 11.00am Welcome and LMS business

11.00am - 11.30am Short presentations and group discussion.
11.30am - 12.00am Small group discussions
12.00am - 12.30am Reporting back on small groups and further discussion
1.00pm-2.00pm Lunch and informal discussions

**Session Two**

2.00pm - 2.30pm Short presentations and group discussion.
2.30pm - 3.00pm Small group discussions
3.30pm - 4.00pm Reporting back on small groups and further discussion

4.00pm Coffee and close
Session One: The Transition from School To University

A commonly heard complaint is that students in the UK who have done A Level maths are insufficiently prepared for entrance to university mathematics degree courses. The abolition of QCDA and the recent Government White paper give HE an opportunity to become more involved in both the design and assessment of A-Level as well as in the creation of resources such as text books, project packs and internet resource. HE can also be involved in aiding the transition of students to university by working more closely with schools to provide both enrichment and the opportunities to challenge sixth form students (and their teachers).

Introductory Speakers

Current state of play of A level and future directions for A level:

Tony Gardiner

How can HE to be involved in challenging sixth form students:

Jeremy Levesley

Session Two: Training of lecturers

This session will address the two questions of what is the ideal content HE maths degree and how we should be teaching it. The newly formed HE-STEM network and the More Maths Grads (MMG) project have both addressed the questions of the content and teaching of maths in HE. (The earlier Benchmark Statement also looked at this issue) and have raised the difficult issue of whether there a need for a common syllabus across the HE sector and how should this relate to the teaching of maths at schools and the consequent preparedness of our students? The meeting will have the opportunity to compare and contrast the different approached. The second question relates directly to the thorny question of lecturer training. There is significant disquiet in the mathematics community both about the dominance and perceived irrelevance of generic training rather than subject specific training of maths lecturers, and also of the ending of the funding of the MSOR subject centre and the new lecturers induction course run by this centre.

Introductory Speakers:

Content: Duncan Lawson

Lecturer Training: Alexandre Borovik