Montague – CTE Scholar
Mary Margaret Capraro
2008-2009 College of Education

Deborah Ball [University of Michigan]
“What does the teacher need to know about the math to carry out the work of teaching? How can textbooks be designed to do it in ways to support the work teachers do?”

Paul Cobb [Vanderbilt]
“What matters in improving the quality of teaching? An instructional practice that supports a school need to move to another's ongoing learning?…

Meagan Franke [University of California]
“If children learn mathematics and kinds of reasoning, students naturally develop as they engage in mathematics… then with teachers when we learn from research…

Gerald Goldin [Rutgers University]
“If you define, how children write about and engage in mathematics is relatively neglected… but teachers learning ‘means of students’ feelings… Identification of these experiences help make mathematics students…

Heather Hill [Harvard]
“A lack of evidence that mathematics knowledge is what is needed but no evidence which it is required… (that) is really important to the role of teachers… Students’ experiences with learning mathematics…

Jeremy Kilpatrick [University of Georgia]
“Public schools need teachers who believe in children’s learning mathematics even though we have not been up to par with the students’ performance… support a comprehensive curriculum… problem solving at the center… mathematics proficiency in the key – conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

Mary Margaret Capraro is an Assistant Professor in the Department of Teaching, Learning, and Culture. She received her MS from the University of Miami in Educational Administration and Ph. D in mathematics education from the University of Southern Mississippi. Her research interests focus on teacher preparation in mathematics education, problem solving, and cross-cultural studies. Before coming to TAMU, Dr. Capraro was a teacher of mathematics and assistant principal with the Miami Dade County Schools. She has over 30 peer-reviewed articles, and 40 national presentations. Dr. Capraro is Co-Principal Investigator of the Aggie STEM Center and works extensively with school districts planning professional development.

Mathematics Educators Across the Country Talk to Undergraduates About Their Research

Undergraduate Dilemma: In today’s society where teachers are expected to do more with less and help all students make “adequate” social and academic gains each year, it is paramount that preservice teachers (PTs) understand the problems of teaching. Every since I began teaching elementary preservice teachers at Texas A&M University, I realized these PTs did not realize the importance of research or understand its contribution to the improvement of classroom pedagogy. To respond to this important need, I emphasized research during class presentations, added short research readings to assignments and class activities with little results.

My Own Learning: I thought about my own graduate training when I was writing citation to my dissertation’s literature search. It was a tedious process that did not come alive until I attended the American Education Research Conference in New York City and actually met two of the researchers who before where just letters in a word document. I decided that just as I could make research come alive for me, if the PTs in my classes could actually see that there were real people behind the names in books they could too be excited about research.

Questions I Faced: So how could I do that? Would these researchers actually come to talk to my PTs at Texas A&M? Seemed like an impossible task… Could I ask if they would come to campus?… maybe… could I make a video of them presenting at a conference?… maybe… what about an interview that my students could both listen to and view on their laptops?… BINGO!

Montague Help: That seemed best… but how? Would these outstanding researchers take time out of their busy schedules to work with me? Email answered that question for me. To my amazement 11 out of the 12 I asked agreed to allow me to make a podcast of them. So with my Montague funds I bought a digital video camera and a talented student to help me with the technology. Next I set out to visit them at their universities. conferences, or homes along with the help of Montague funds and began my videotaping.

The Results: The rest of the story is displayed on the left and right sides of this page. During my undergraduate classes, these eleven renowned Mathematics Educators now come alive to my PTs on their laptops. Personally, they talk and share their teaching agenda’s and discuss how their research findings make an important contribution to instruction in mathematics classrooms across the country. In addition to these interesting pdf copies of journal articles from each mathematics education. Illustrative are closely their contributions. My PTs are much more eager to read them since they can actually see who wrote the words on the paper.

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