


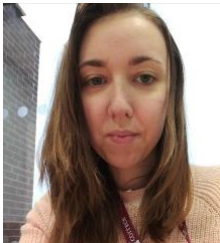













**Student testimonials about the
Masters in Mathematics Education**

	<p>James Baker</p> <p><i>"The MEd course was a hugely valuable experience for me. It helped me to develop both academically and professionally, challenging me to be critical of my own practice and to engage with research when making decisions about changing it. I highly recommend it!"</i></p>
	<p>Eleni Demosthenous</p> <p><i>"I have developed my understanding of mathematics education research during the year. I have learned to think more critically, rigorously and paying attention in details during the research process. Also, the writing of the essays and the thesis gave me the autonomy to engage further with topics of my interest, having at the same time guidance and support from the supervisors."</i></p>
	<p>Aurel Diamond</p> <p><i>"The skills I gained throughout the year prepared me well for further research not only in Mathematics Education, but also in other fields. I highly recommend the course for anyone with a background in mathematics looking to broaden their horizons."</i></p>
	<p>Nicole Few-Durnall</p> <p><i>"The MPhil course allowed me to meet peers with a strong passion for maths education and has developed my aptitude for reading and writing academic literature. It was a great introduction and foundation for mathematics education in an academic setting."</i></p>
	<p>Paul Fannon</p> <p><i>"I've always said that one of the most important things a teacher can do is to keep learning, and the Masters in Education was a fantastic way to do this. It provided a great opportunity to reflect on professional practice, learn some fun new maths and share ideas with other enthusiastic teachers. I think it was extremely helpful for my own teaching - I still use some of the ideas and activities I picked up there. It was also great to join a community of passionate teachers and educational researchers, opening several doors which have led onto some fascinating opportunities."</i></p>

	<p>Max Goulding</p> <p><i>"I really enjoyed the faculty sessions that ran throughout the MEd, as it was a great opportunity to read around a topic in mathematics education. The discussions during these sessions were particularly valuable as it was an opportunity to reflect on my past experiences as a teacher in an academic manner and have my viewpoints challenged. This was fantastic professional development and I would recommend it to anyone who has an interest in mathematics education."</i></p>
	<p>Sylvester Juwe</p> <p><i>"When I started this course, I was sure that it would help develop my skills in research. Over the two years, not only did I achieve that expectation, but my mathematical and pedagogical understanding, critical awareness and resilience were also enhanced. In addition to the individualised support I received, the relationship with my supervisors and other members of staff really supported my development. Furthermore, as a school leader, the part-time course structure enabled me to develop academically without compromising my professional life."</i></p>
	<p>Alison Kiddle</p> <p><i>"I received tremendous encouragement from my supervisor to be innovative and creative in designing my research project, and the flexibility of the part time route allowed me to complete a Masters Degree which would otherwise not have been possible for me at this stage in my career."</i></p>
	<p>Christopher Lewoski</p> <p><i>"The MEd in maths education has given me an invaluable opportunity to work alongside an eclectic mix of fellow students at different stages of their careers from many parts of the world. The course has allowed me to develop a critical view of published research and to look in detail at a specific area of interest in my Advanced Level mathematics teaching. The Education Faculty as a whole could not have been more supportive, from regular access to world-class tutors, through to Research Methods lectures from experts in their respective fields. The Research Methods lectures added another valued dimension, bringing together students from a wide range of disciplines with different views and priorities. The Guest Lectures arranged by the Maths Education Research Group, FERSA and my college Hughes Hall, provided more opportunities for insight into current topical issues within Education and practical support from the Faculty Library and IT services staff was absolutely excellent. Overall, this course completely exceeded my expectations. I can unreservedly recommend it to any practitioners within Mathematics Education seeking to develop their understanding and inform and improve their practice based on research."</i></p>

	<p>Darren Macey</p> <p><i>"At the beginning of the MEd course I had a fair bit of experience in reading and making use of research but no formal training. The MEd course was invaluable in helping me to develop a far greater insight into academic materials and read them through a critical lens while also broadening the scope of my knowledge of key issues and seminal research. Alongside this the chance to study alongside peers at all stages of their education careers supported by warm and knowledgeable tutors was as delightful as it was fascinating."</i></p>
	<p>Alec Maguire</p> <p><i>"I found the MEd course challenging and fascinating. It was great to study further into education theories which I could use the very next day in school. I could focus on specific areas which interested me in the PGCE in-depth through both the university sessions, and the thesis I wrote in conjunction with action research in my own classes. The support was fantastic and allowed me to complete this course alongside my NQT year."</i></p>
	<p>Jane Moss</p> <p><i>"As a Mathematics teacher of many years, the MPhil provided a refreshing insight into educational research and techniques over a diverse array of subject matter. Completing the full-time course enabled me to immerse myself in areas of specific and personal interest, which ensured my own research was both relevant and beneficial. It has provided a valuable grounding in research methods, rather than relying on anecdotal evidence, which I have been able to continue to utilise to develop my teaching. A combination of expert tuition and focused supervision, enriched by a breadth of experience from my fellow students, has made my own experience truly unique. Completing the MPhil has afforded me numerous opportunities – in addition to teaching A level students I am now a senior lecturer on a mathematics PGCE course, where I help to develop and support our teachers of the future."</i></p>
	<p>Chiara Perrone</p> <p><i>"The part time MEd course allowed me to break from and reflect on the routine of teaching. It provided me with an incentive to read about current issues in education and with an intellectually stimulating environment to discuss them in. The course was organised flawlessly, with pre-established weekly readings and deadlines. Feedback provided on the essays and the thesis was extremely detailed and accurate, and allowed me to improve my academic writing and research skills, in particular with respect to qualitative research methods. Overall, I feel better qualified to teach for it."</i></p>



Matthew Rihan

"Undertaking the MEd allowed me to engage with a wide range of educational research. It helped me to learn how to reflect on educational issues that I had not previously studied, such as how we design assessment and how we organise the structure of classes within an institution. It exposed me to a very wide range of research methods and supported me in trying techniques that were new to me. The part-time route, while challenging to balance, enabled me to pursue this degree without hindering my teaching career and really helped me to reflect upon research in the light of my practice."



Lucy Rycroft-Smith

"Studying for the MEd gave me a much deeper appreciation for approaching key maths education debates thoughtfully and critically, stimulated by the diverse group of fellow students of the course of whom so many were practising teachers. This, and some very well placed guidance from the lecturers, made it impossible to get too carried away with principles and theories without also being grounded in the thoroughly complex and beautifully human environment of the classroom."