As lecturers, tutors and teachers, we are in a privileged position to work with young minds to support their mathematical growth. The transmission of our excitement, knowledge and understanding to our students is a complex challenge that demands considerable expertise, especially given the different mathematical backgrounds of our students, their diverse mathematical needs and career goals. Students will inevitably face barriers to their learning of mathematics and this is where this volume is invaluable with its pragmatic and practical advice and excellent reference source.

Professor Dame Celia Hoyles DBE & Professor John R. Blake
The changing nature of mathematics within UK higher education – Joe Kyle
Using mathematics to motivate and inspire future generations of learners – Vivien Easson & Peter McOwan
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Mathematics Support at the transition to university – Duncan Lawson
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Creating an accessible learning environment: Anticipating and resolving practical barriers – Emma Cliffe
Gender and university mathematics teaching – Melissa Rodd
Developing mathematics teaching: what can we learn from the literature? – Stephanie Treffert-Thomas & Barbara Jaworski
Embedding a scholarly element into your teaching – John O’Donoghue & Olivia Fitzmaurice

Written to meet the needs of university lecturers, teachers and tutors, this book forms a guide to understanding key issues, good practices and developments in learning and teaching in mathematics within higher education. Each Chapter is focused around an important transition point and written in a style that brings together published and evidence-based literature from across the higher education sector, analysing this in a scholarly manner to identify practical recommendations and ‘tips’ for both new and more experienced higher education practitioners alike.

For further information visit birmingham.ac.uk/Transitions