This "afternoon tea" will explore the ideas of two current NSF-funded projects studying the Elkonin-Davydov mathematics curriculum from Russia and its possible adaptation and implementation in the United States. This innovative curriculum is radically different from other existing math curricula and is characterized by the early development of quantitative and algebraic reasoning through measurement of continuous quantities. The theoretical framework is based on Lev Vygotsky's concept of "ascending from the general to the specific" and V. V. Davydov's theory of developmental learning (Russian activity theory).

Together we will explore the following questions:
How does quantitative and algebraic reasoning develop? How can we train future pre-K and elementary teachers to use radically different curricula? How can research into mathematics curricula inform efforts in science education and other disciplines?

Format: 20 minute presentation of research findings followed by an open-ended discussion

Tea and cookies provided.