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**Kien H Lim\*** ([kienlim@utep.edu](mailto:kienlim@utep.edu)), Department of Mathematical Sciences, University of Texas at El Paso, 500 W. University Ave, El Paso, TX 79968-0514. *General and Mathematical Habits of Mind: An Overview*.

In this presentation, I will introduce habits of mind (HoM) as used by educators and related concepts in the literature and curricular documents. Costa (2000) introduces HoM as “characteristics of what intelligent people do when they are confronted with problems, the resolutions to which are not immediately apparent” (p. 21). He provides a list 16 general HoM (e.g. striving for accuracy, persisting, managing impulsivity, and thinking flexibly). In mathematics education, Cuoco et al. (1996) introduced HoM as an organizing principle for math curricula in which Grade 8-16 students think about math the way mathematicians do. Since then, different categories of HoM have been identified, including HoM for young children, HoM for arithmetic-algebraic transition, analytic and geometry HoM, and algebraic HoM. Other related concepts include ways of thinking (Harel), knowing to act in the moment (Mason & Spence), behavioral schemas (Selden & Seldon), and habits and values of mathematicians (Seaman & Szydlik). Mathematical HoM can be conceived as mathematical practices like those described in the CCSSM document. Consequently, HoM should not “be the explicit objects of our teaching, rather, each student should internalize them as they do math” (Levasseur & Cuoco, 2003, p. 34). (Received September 16, 2012)