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Mathematicians' and Mathematics Educators' Perspectives on "Doing Mathematics".

Educators often argue that mathematics should be taught so that the students in the course are actually “doing mathematics.” Is there a consensus among mathematicians and mathematics educators as to the meaning of “doing mathematics”? In an effort to answer this question, we administered a survey to hundreds of university level mathematics and mathematics education faculty members. Participants ranked the importance of various mathematical activities and also responded to several open ended questions. Responses to the open ended questions were analyzed qualitatively to identify patterns. In this presentation, we will discuss the patterns we observed in analyzing the survey data, with a particular focus on the similarities and differences between mathematicians and mathematics educators. (Received September 12, 2014)