

**Meeting:** 1003, Atlanta, Georgia, SS 19A, AMS Special Session on Mathematicians' Work on Mathematics Education

1003-97-1476      **Tevian Dray\*** ([tevian@math.oregonstate.edu](mailto:tevian@math.oregonstate.edu)), Department of Mathematics, Oregon State University, Corvallis, OR 97331, and **Corinne A Manogue** ([corinne@physics.oregonstate.edu](mailto:corinne@physics.oregonstate.edu)), Department of Physics, Oregon State University, Corvallis, OR 97331. *Surviving the Bridge Project*. Preliminary report.

For many years, we have tried to bridge the gap between lower-division mathematics and upper-division physics. In the early stages of this work, it was difficult to be taken seriously, in part because the context was not understood. Our project has involved several precedent-setting requests, such as teaching classes in each other's department, and requesting exceptions to the pecking order used to assign lower-division classes. We were fortunate in having been able to obtain external funding, without which such requests could well have been viewed as unnecessary luxuries.

In this talk we describe our experiences in trying to establish the respectability of education research in a traditional research environment — while struggling to maintain our own traditional research identity. We believe it essential that such work be recognized as scholarly activity, to which our traditional measures of success can be adapted.

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