Seminar on "Well-being in mathematics education: Meaningfulness and relevance in East Asian classrooms"

Date: 9 June 2025 (Monday) Time: 15:00-16:30 Venue: E33-2036, Faculty of Education Language: English Enquiries: Mr. Harvey LO (Email: FED_Event@um.edu.mo / Tel: 8822-4593)

Speaker:

Wee Tiong SEAH is Professor in Mathematics Education at The University of Melbourne, Australia. His experience with classroom mathematics teaching, initial teacher education and professional development have been accumulated in Singapore and Australia. He has been investigating how societal and pedagogical values are integral to optimising motivation (to learn mathematics), how they underlie mathematics competencies, and how they regulate mathematics education well-being. Wee Tiong is Founding Director of the 24-nation research consortium, Third Wave Lab, which has so far coordinated and supported 12 collaborative and cross-cultural international research studies utilising values/valuing. Over the last decade or so, Wee Tiong has also been invited to present some 30 research keynote addresses. He is the Series Editor of the Springer 'Mathematics Education Library' book series, and an Editor for the 'Mathematics Education Research Journal'.

Abstract:

Both the COVID19 pandemic and evolving global megatrends have led to a focus on the fostering of well-being in (mathematics) education in schools. The OECD Learning Compass 2030 identifies student well-being as one of three characteristics essential for student thriving in the rest of the 21st Century. However, there appears to be no Chinese, Japanese nor Korean word which expresses the Western understanding of mathematical well-being, that is, the fulfilment of personal values so that one feels good and function well in mathematics. Perhaps well-being takes on a different meaning in non-Western societies. In this talk, Wee Tiong will suggest how the notion of well-being in mathematics education has been meaningful in the East Asian culture as well. He will also suggest that its relevance is shown through values cultivation, values complementarity, and relating well. The mathematics education well-being (MEW) model traces the five stages of MEW development, which is useful for assessing and practically fostering MEW amongst mathematics students.