

can i teach math without a math degree

Can I Teach Math Without a Math Degree? Exploring Your Options and Pathways

can i teach math without a math degree is a question that many passionate educators and career changers ask themselves. Whether you love numbers, problem-solving, or simply want to inspire the next generation in mathematics, the idea of teaching math without holding an official math degree might seem challenging but certainly not impossible. The good news is that there are multiple routes to becoming a math teacher, and a traditional math degree is just one of many paths.

Let's dive into the possibilities and understand what it takes to teach math without having a formal degree in mathematics.

Understanding the Requirements for Teaching Math

Teaching requirements vary widely depending on the country, state, or educational institution. Before focusing on whether or not you need a math degree, it's important to clarify the general qualifications expected of math teachers.

Certification and Licensing

Most public schools require teachers to have some form of certification or licensure. This often involves completing an education program, passing exams, and meeting background check requirements. The specific credentials can differ; for example:

- In the United States, each state sets its own teacher certification standards.
- In the UK, the Qualified Teacher Status (QTS) is necessary.
- Other countries might have similar teaching qualification frameworks.

Importantly, these certifications do not always mandate a math degree. Some programs allow candidates with degrees in other fields to pursue alternative certification routes.

Educational Background Expectations

While a degree in mathematics or math education provides a strong foundation and is often preferred, many institutions accept degrees in related fields such as:

- Engineering
- Physics
- Statistics
- Computer Science

These degrees demonstrate strong quantitative and analytical skills, which are crucial for teaching math effectively.

Alternative Pathways to Teaching Math Without a Math Degree

If you don't have a math degree, it doesn't mean your teaching aspirations are off the table. Here are some common alternative pathways to becoming a math teacher.

Alternative Certification Programs

Many regions offer alternative certification or licensure programs specifically designed for career changers or individuals without traditional education degrees. These programs typically include:

- Intensive training in pedagogy and classroom management
- Subject matter coursework or testing to prove competency in math
- Supervised teaching experience

Examples include the Teach for America program in the U.S., or the Postgraduate Certificate in Education (PGCE) with a focus on secondary mathematics in the UK for those switching careers.

Adult Education and Tutoring

If you want to teach math but are not aiming for a full-time classroom position, tutoring or adult education can be a fantastic avenue. Many tutors have backgrounds in various fields and do not necessarily hold math degrees.

Tutoring platforms and local community colleges often welcome instructors who can demonstrate strong math skills, teaching ability, and passion. This can also be a stepping stone towards formal teaching roles later on.

Community Colleges and Vocational Schools

Some community colleges or vocational institutions are more flexible regarding degree requirements for instructors, especially for entry-level or remedial courses. These institutions might prioritize teaching experience and subject knowledge over having a strict math degree.

Building Your Math Knowledge Without a Math Degree

If you're serious about teaching math but don't have a degree in the subject, enhancing your math knowledge is key. This not only boosts your confidence but also makes you more marketable to schools and students.

Self-Study and Online Courses

Thanks to the internet, there are countless resources for self-learning. Platforms like Khan Academy, Coursera, edX, and MIT OpenCourseWare offer free and paid math courses ranging from algebra to calculus and beyond.

Engaging with these resources can help you:

- Refresh and deepen your math skills
- Prepare for certification exams that test math proficiency
- Develop lesson plans and teaching strategies grounded in solid understanding

Workshops and Professional Development

Look for local workshops or professional development programs focused on math education. These often include sessions on curriculum standards, math pedagogy, and innovative teaching tools.

Attending these events also connects you with a network of educators who can offer support and guidance.

The Importance of Pedagogy and Teaching Skills

While subject knowledge is essential, effective teaching requires much more. Understanding how to communicate concepts, engage students, and create an inclusive learning environment is critical.

Focusing on Teaching Methodologies

Math can be intimidating for many students, so knowing how to break down complex ideas into digestible chunks is a valuable skill. Whether you have a math degree or not, investing time in learning instructional strategies such as:

- Differentiated instruction
- Inquiry-based learning
- Use of manipulatives and visual aids
- Technology integration in math lessons

can make a huge difference in your effectiveness as a teacher.

Classroom Management and Student Engagement

Teaching math isn't just about numbers — it's about inspiring curiosity and confidence. Learning classroom management techniques and ways to keep students motivated transforms your teaching

experience and outcomes.

Real Stories: People Who Teach Math Without a Math Degree

There are many inspiring examples of educators who have successfully taught math without a formal math degree.

One teacher, originally trained in English literature, transitioned into teaching math through an alternative certification program and a passion for numeracy. Another educator with a background in engineering took up tutoring and eventually secured a full-time teaching role by supplementing their knowledge with pedagogical training.

These stories highlight that determination, ongoing learning, and adaptability matter just as much as a degree.

Tips for Aspiring Math Teachers Without a Math Degree

If you're considering this path, here are some practical tips to help you succeed:

- **Assess your math skills honestly:** Identify areas you need to strengthen and seek resources accordingly.
- **Explore local certification options:** Research alternative certification or licensure programs that fit your situation.
- **Gain teaching experience:** Volunteer, tutor, or assist in classrooms to build confidence and credibility.
- **Network with educators:** Join teacher associations or online forums to learn from others' experiences.
- **Keep learning:** Stay updated on math curriculum changes and innovative teaching strategies.

Is Teaching Math Without a Math Degree Right for You?

Deciding to teach math without a math degree depends on your goals, resources, and commitment to continuous learning. If your passion for math education is strong, and you are willing to put in the

extra effort to build your skills and credentials, many doors can open.

Remember, teaching is as much about inspiring and connecting with students as it is about subject expertise. With the right mindset and preparation, you can make a meaningful impact in the world of math education regardless of your academic background.

Frequently Asked Questions

Can I teach math without having a math degree?

Yes, it is possible to teach math without a math degree, especially in private tutoring, homeschooling, or some private schools. However, public schools often require a teaching credential or degree in education or math.

What qualifications do I need to teach math if I don't have a math degree?

You may need a teaching certification or credential, which can sometimes be earned through alternative certification programs. Demonstrating proficiency in math through exams or experience can also help.

Are there alternative pathways to become a math teacher without a math degree?

Yes, many states offer alternative certification programs for individuals with degrees in other fields who want to become teachers. These programs provide pedagogical training and often require passing subject-specific exams.

Can I teach math online without formal math education?

Absolutely. Many online tutoring platforms allow individuals to teach math based on their knowledge and skills without requiring formal degrees. Building experience and positive reviews can help grow your tutoring business.

How important is subject matter expertise in teaching math without a degree?

Subject matter expertise is very important, regardless of formal education. Being able to explain concepts clearly and answer questions accurately is key to effective math teaching.

What are some ways to improve my math teaching skills without a math degree?

You can take online courses, participate in teacher training workshops, gain tutoring experience, study math teaching methods, and continuously practice solving and explaining math problems to improve your skills.

Additional Resources

Can I Teach Math Without a Math Degree? Exploring the Possibilities and Pathways

can i teach math without a math degree is a question that resonates with many aspiring educators and career changers interested in the field of mathematics education. As the demand for qualified math teachers grows globally, the traditional route of obtaining a math degree is often seen as the default path. However, the reality is more nuanced, with various options, certifications, and institutional requirements shaping the landscape of who can effectively teach math. This article investigates the feasibility of teaching math without a formal math degree, examining educational policies, alternative qualifications, and the skills necessary to succeed in this role.

Understanding the Traditional Teaching Requirements

In most countries, the baseline qualification to teach mathematics at the secondary or higher education level typically includes a degree in mathematics or a related STEM field. For example, in the United States and the United Kingdom, state or national education boards often require teachers to hold a Bachelor's degree in math, education with a math focus, or to have completed specific coursework demonstrating proficiency in mathematical concepts.

However, these requirements are not universally rigid. Several education systems recognize the value of pedagogical skills and subject matter competency over the mere possession of a math degree. This opens doors for individuals who may have degrees in different fields but possess strong quantitative skills or have completed certification programs tailored to math education.

Alternative Qualifications and Certification Programs

For those wondering "can i teach math without a math degree," alternative certification routes have become increasingly prevalent. These include:

- **Post-baccalaureate Certification:** Many institutions offer post-baccalaureate teaching certificates that allow degree holders from other disciplines to qualify as math teachers after completing specific coursework and student teaching.
- **Teach for America and Similar Programs:** Initiatives like Teach for America recruit candidates from diverse academic backgrounds, providing intensive training and placing them in schools with high-need areas, including math education.
- **Alternative Route Teaching Licenses:** Some states and countries offer alternative teaching licenses where candidates can become certified after passing subject-specific exams and completing professional development, even without a math degree.
- **Online and Private Tutoring Credentials:** For non-traditional educators, online platforms and private tutoring centers often do not require formal degrees but emphasize mastery of content and teaching effectiveness.

These pathways underscore that having a math degree isn't the sole gateway to teaching math, but they also highlight the necessity of compensating for the lack of a formal math education through rigorous preparation and demonstrated competence.

Skills and Knowledge Required to Teach Math Effectively

Teaching math without a dedicated math degree demands more than just passing knowledge. Educators must convey complex concepts clearly, identify student difficulties, and foster a positive learning environment. Key skills include:

- **Strong Content Mastery:** Understanding core mathematical principles, from algebra to calculus, is critical to answer student queries and design effective lessons.
- **Pedagogical Expertise:** Knowing how to break down complex topics into digestible parts and employing varied teaching methods to accommodate different learning styles.
- **Assessment and Feedback:** Ability to create assessments that accurately measure student understanding and provide constructive feedback.
- **Classroom Management:** Maintaining discipline and encouraging student participation enhances the learning experience.

Individuals without math degrees may need to invest more time in self-study or professional development to reach the proficiency levels expected in classrooms, especially at higher grade levels.

Comparing Teaching in Primary vs. Secondary Education

The level at which one intends to teach math significantly influences the necessity of holding a math degree. For primary or elementary education, the curriculum focuses on foundational arithmetic and problem-solving skills, where teachers often have degrees in education rather than specialized math degrees. Here, pedagogical skills and a basic understanding of math concepts are prioritized.

In secondary education, however, the complexity of math topics increases dramatically. Subjects such as geometry, trigonometry, and calculus require more in-depth subject knowledge. Consequently, secondary schools tend to have more stringent requirements regarding math qualifications. Yet, exceptions exist, particularly in private schools or alternative education settings, where flexibility in teacher credentials is more common.

Pros and Cons of Teaching Math Without a Math Degree

Evaluating the advantages and challenges can help individuals make informed decisions about pursuing math teaching careers without formal math degrees.

Pros

- **Flexible Career Path:** Alternative certification programs offer a faster route into teaching for those with degrees in other fields.
- **Diverse Perspectives:** Teachers from varied academic backgrounds may bring unique approaches to math instruction, potentially enhancing student engagement.
- **Addressing Teacher Shortages:** Non-traditional candidates can help fill gaps in regions struggling to recruit qualified math teachers.

Cons

- **Potential Knowledge Gaps:** Without a rigorous math degree, teachers might lack the depth required for advanced math topics.
- **Certification Hurdles:** Many jurisdictions still mandate passing math-specific exams or completing coursework, which can be challenging without prior math study.
- **Perception and Credibility:** Some educators and administrators may question the qualifications of teachers without a math degree, impacting career advancement.

How Technology and Online Resources Are Changing the Landscape

The rise of digital learning tools and online platforms has reshaped math education, making it more accessible for educators without traditional math degrees. Interactive software, video tutorials, and online forums enable teachers to enhance their content knowledge and instructional methods independently.

Moreover, remote teaching and tutoring opportunities have expanded, allowing educators to

specialize in math instruction without formal degrees by leveraging these technologies. This democratization of resources supports the argument that with sufficient dedication and skill development, teaching math effectively without a math degree is increasingly achievable.

Institutional Attitudes and Future Trends

Education systems worldwide are gradually recognizing the importance of diverse pathways into teaching, particularly in STEM subjects where shortages are acute. Policy shifts towards competency-based certification and professional development could further lower barriers for those without math degrees.

Nevertheless, the emphasis on maintaining educational standards means that those seeking to teach math without a math degree must demonstrate strong content knowledge and pedagogical skills through alternative means.

Teaching math without a math degree remains a complex but navigable challenge. The evolving educational landscape, combined with alternative certification routes and technological support, offers promising avenues for aspiring math educators from non-traditional backgrounds to contribute meaningfully to student learning.

[Can I Teach Math Without A Math Degree](#)

can i teach math without a math degree: *There Is No One Way to Teach Math* Henri Picciotto, Robin Pemantle, 2024-09-10 A collaboration between a seasoned math teacher and a research mathematician, this resource offers balanced instructional ideas based on student intellectual engagement and skilled teacher leadership. It is solidly grounded in many areas of classroom practice, but rather than serving as a prescriptive how-to manual, the authors invite reflection and discussion across classrooms and math departments, much in the way you would share ideas in the teachers' lounge or across the table at a conference. Chapters offer practical suggestions and concrete examples to teachers of grades 6-12 on just about every aspect of the job: manipulatives, technology, lesson planning, group work, classroom discussion, and more. In opposition to the idea of a "one-size-fits-all" curriculum, the authors explain how to integrate teaching techniques: formal and informal, student-centered and teacher-led, experiential and rigorous. Chapters also include vignettes, as well as many links to curricular materials. Ideal for math educators of grades 6-12, this book is both comprehensive in its strategies and sensitive to the complexities of teaching. For these reasons, math departments, coaches, teacher leaders, and faculty at other levels can also easily reference its content where relevant. This book offers multiple entry points for teachers and departments to discuss and enhance their practice, making it essential reading for any math educator or professional development opportunity.

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certification organizations. c. Book News Inc.

can i teach math without a math degree: Empowering Science and Mathematics Education in Urban Schools Edna Tan, Angela Calabrese Barton, Erin Turner, Maura Varley Gutiérrez, 2012-08-15 Math and science hold powerful places in contemporary society, setting the foundations for entry into some of the most robust and highest-paying industries. However, effective math and science education is not equally available to all students, with some of the poorest students—those who would benefit most—going egregiously underserved. This ongoing problem with education highlights one of the core causes of the widening class gap. While this educational inequality can be attributed to a number of economic and political causes, in *Empowering Science and Mathematics Education in Urban Communities*, Angela Calabrese Barton and Edna Tan demonstrate that it is augmented by a consistent failure to integrate student history, culture, and social needs into the core curriculum. They argue that teachers and schools should create hybrid third spaces—neither classroom nor home—in which underserved students can merge their personal worlds with those of math and science. A host of examples buttress this argument: schools where these spaces have been instituted now provide students not only an immediate motivation to engage the subjects most critical to their future livelihoods but also the broader math and science literacy necessary for robust societal engagement. A unique look at a frustratingly understudied subject, *Empowering Science and Mathematics Education* pushes beyond the idea of teaching for social justice and into larger questions of how and why students participate in math and science.

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can i teach math without a math degree: Mathematics Education as a Research Domain: A Search for Identity Anna Sierpinska, Jeremy Kilpatrick, 2014-02-19 No one disputes how important it is, in today's world, to prepare students to understand mathematics as well as to use and communicate mathematics in their future lives. That task is very difficult, however. Refocusing curricula on fundamental concepts, producing new teaching materials, and designing teaching units based on 'mathematicians' common sense' (or on logic) have not resulted in a better understanding of mathematics by more students. The failure of such efforts has raised questions suggesting that what was missing at the outset of these proposals, designs, and productions was a more profound knowledge of the phenomena of learning and teaching mathematics in socially established and

culturally, politically, and economically justified institutions - namely, schools. Such knowledge cannot be built by mere juxtaposition of theories in disciplines such as psychology, sociology, and mathematics. Psychological theories focus on the individual learner. Theories of sociology of education look at the general laws of curriculum development, the specifics of pedagogic discourse as opposed to scientific discourse in general, the different possible pedagogic relations between the teacher and the taught, and other general problems in the interface between education and society. Mathematics, aside from its theoretical contents, can be looked at from historical and epistemological points of view, clarifying the genetic development of its concepts, methods, and theories. This view can shed some light on the meaning of mathematical concepts and on the difficulties students have in teaching approaches that disregard the genetic development of these concepts.

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Linda Haggarty, 2002 The importance placed on mathematics in the school curriculum can hardly be over-estimated. This book is concerned with exploring the bigger picture of mathematics education.

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Devlin, 2025-05-21 First published in January 1996, Devlin's Angle is a popular online monthly feature on the MAA Math Values website. In this book, Keith Devlin has celebrated the first quarter century of the MAA's web presence by curating a collection of 46 of the 288 posts from that period, chosen for their relevance to K-12 mathematics teaching. The posts are organized into nine themed chapters, each beginning with its own introduction regarding the history and nature of the posts presented. Topics covered include the teaching of multiplication, teaching for conceptual understanding, and a discussion of mathematical creativity. The book closes with a final chapter touching on teaching at the college level. Due to the nature of mathematics, many of the columns contain observations that remain relevant in the present day. Devlin's lively, conversational style is encapsulated in this informative and thought-provoking collection. It will appeal to mathematics teachers at all levels, as well as anyone interested in mathematics education at the K-12 level.

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Congress on Mathematical Education M. Zweng, Green, Kilpatrick, Pollack, Suydam, 2012-12-06 Henry O. Pollak Chairman of the International Program Committee Bell Laboratories Murray Hill, New Jersey, USA The Fourth International Congress on Mathematics Education was held in Berkeley, California, USA, August 10-16, 1980. Previous Congresses were held in Lyons in 1969, Exeter in 1972, and Karlsruhe in 1976. Attendance at Berkeley was about 1800 full and 500 associate members from about 90 countries; at least half of these come from outside of North America. About 450 persons participated in the program either as speakers or as presiders; approximately 40 percent of these came from the U.S. or Canada. There were four plenary addresses; they were delivered by Hans Freudenthal on major problems of mathematics education, Hermina Sinclair on the relationship between the learning of language and of mathematics, Seymour Papert on the computer as carrier of mathematical culture, and Hua Loo-Keng on popularising and applying mathematical methods. George Polya was the honorary president of the Congress; illness prevented his planned attendance but he sent a brief presentation entitled, Mathematics Improves the Mind. There was a full program of speakers, panelists, debates, miniconferences, and meetings of working and study groups. In addition, 18 major projects from around the world were invited to make presentations, and various groups representing special areas of concern had the opportunity to meet and to plan their future activities.

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Congress. Senate. Committee on the Budget, 1983

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B> This new book is a source of outstanding ideas, activities, guidelines, and tools for dealing effectively with an issue that impacts both teachers and students: math anxiety. The author draws techniques from educational psychology, puts math studies in the larger contexts of learning and

cognition, develops therapies, and sets guidelines. It is a practical guide that shows how to identify and cope with anxieties, how to teach the curriculum without sacrificing student confidence or enthusiasm, how to motivate mathematics learning and maintain standards, and how to make math learning fun without avoiding difficult topics or diluting the challenge. Elementary school teachers. A Longwood Professional Book.

can i teach math without a math degree: Mathematics Without Fear Subhash Jain, 2021-01-19 Mathematics without Fear by Subhash Jain: Mathematics without Fear by Subhash Jain is a comprehensive guidebook that aims to eliminate fear and instill confidence in students when it comes to mathematics. This book takes a student-friendly approach to explain mathematical concepts and techniques, making them accessible and enjoyable. With its clear explanations, step-by-step problem-solving techniques, and practical examples, this book empowers students to overcome their math anxieties and develop a strong foundation in mathematics. Key Aspects of the Book Mathematics without Fear: Student-Friendly Approach: The book adopts a student-friendly approach to teach mathematics, focusing on building a strong conceptual understanding. It breaks down complex topics into simple, easy-to-understand explanations and uses relatable examples to illustrate mathematical concepts. Step-by-Step Problem Solving: The book provides step-by-step problem-solving techniques and strategies, guiding students through the process of solving mathematical problems. It equips students with the necessary tools and methods to approach different types of mathematical problems with confidence. Practice and Reinforcement: The book includes ample practice exercises and problems at the end of each chapter, allowing students to apply their knowledge and reinforce their learning. The carefully curated exercises help students develop their problem-solving skills and gain proficiency in mathematics. Subhash Jain, the author of Mathematics without Fear, is a highly experienced mathematics educator who understands the challenges students face when learning mathematics. With a passion for helping students overcome their fears and excel in the subject, Subhash Jain has designed this guidebook to provide a supportive and engaging learning experience. His student-centric approach and commitment to demystifying mathematics make this book an invaluable resource for students seeking to build confidence and achieve success in mathematics.

can i teach math without a math degree: The Mathematical Education of Teachers II Conference Board of the Mathematical Sciences, 2012 This report is a resource for those who teach mathematics and statistics to PreK-12 mathematics teachers, both future teachers and those who already teach in our nation's schools. The report makes recommendations for the mathematics that teachers should know and how they should come to know that mathematics. It urges greater involvement of mathematicians and statisticians in teacher education so that the nation's mathematics teachers have the knowledge, skills, and dispositions needed to provide students with a mathematics education that ensures high school graduates are college- and career-ready as envisioned by the Common Core State Standards. This report draws on the experience and knowledge of the past decade to: Update the 2001 Mathematical Education of Teachers report's recommendations for the mathematical preparation of teachers at all grade levels: elementary, middle, and high school. Address the professional development of teachers of mathematics. Discuss the mathematical knowledge needed by teachers at different grade levels and by others who teach mathematics such as elementary mathematics specialists, special education teachers, and early childhood educators. Each of the MET II writers is a mathematician, statistician, or mathematics educator with substantial expertise and experience in mathematics education. Among them are principal investigators for Math Science Partnerships as well as past presidents and chairs of the American Statistical Association, Association of Mathematics Teacher Educators, Association of State Supervisors of Mathematics, Conference Board of the Mathematical Sciences, and National Council of Teachers of Mathematics. The audience for this report includes all who teach mathematics to teachers--mathematicians, statisticians, and mathematics educators--and all who are responsible for the mathematical education of teachers--department chairs, educational administrators, and policy-makers at the national, state, school-district, and collegiate levels.

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can i teach math without a math degree: Second International Handbook of Mathematics Education Alan Bishop, M.A. (Ken) Clements, Christine Keitel-Kreidt, Jeremy Kilpatrick, Frederick Koon-Shing Leung, 2012-02-02 ALAN 1. BISHOP The first International Handbook on Mathematics Education was published by Kluwer Academic Publishers in 1996. However, most of the writing for that handbook was done in 1995 and generally reflected the main research and development foci prior to 1994. There were four sections, 36 chapters, and some 150 people contributed to the final volume either as author, reviewer, editor, or critical friend. The task was a monumental one, attempting to cover the major research and practice developments in the international field of mathematics education as it appeared to the contributors in 1995. Inevitably there were certain omissions, some developments were only starting to emerge, and some literatures were only sketchy and speculative. However that Handbook has had to be reprinted three times, so it clearly fulfilled a need and I personally hope that it lived up to what I wrote in its Introduction: The Handbook thus attempts not merely to present a description of the international 'state-of-the-field', but also to offer synthetic and reflective overviews on the different directions being taken by the field, on the gaps existing in our present knowledge, on the current problems being faced, and on the future possibilities for development. (Bishop et al. , 1996) Since that time there has been even more activity in our field, and now seems a good time to take stock again, to reflect on what has happened since 1995, and to create a second Handbook with the same overall goals.

can i teach math without a math degree: *Fostering Children's Mathematical Power* Arthur Baroody, Arthur J. Baroody, Jesse L.M. Wilkins, Ronald T. Coslick, 1998-09-01 Teachers have the responsibility of helping all of their students construct the disposition and knowledge needed to live successfully in a complex and rapidly changing world. To meet the challenges of the 21st century, students will especially need mathematical power: a positive disposition toward mathematics (curiosity and self confidence), facility with the processes of mathematical inquiry (problem solving, reasoning and communicating), and well connected mathematical knowledge (an understanding of mathematical concepts, procedures and formulas). This guide seeks to help teachers achieve the capability to foster children's mathematical power - the ability to excite them about mathematics, help them see that it makes sense, and enable them to harness its might for solving everyday and extraordinary problems. The investigative approach attempts to foster mathematical power by making mathematics instruction process-based, understandable or relevant to the everyday life of students. Past efforts to reform mathematics instruction have focused on only one or two of these aims, whereas the investigative approach accomplishes all three. By teaching content in a purposeful context, an inquiry-based fashion, and a meaningful manner, this approach promotes children's mathematical learning in an interesting, thought-provoking and comprehensible way. This teaching guide is designed to help teachers appreciate the need for the investigative approach and to provide practical advice on how to make this approach happen in the classroom. It not only dispenses information, but also serves as a catalyst for exploring, conjecturing about, discussing and contemplating the teaching and learning of mathematics.

can i teach math without a math degree: Learning from Computers: Mathematics

Education and Technology Christine Keitel-Kreidt, Kenneth Ruthven, 2012-12-06 The NATO Advanced Research Workshop on Mathematics Education and Technology was held in Villard-de-Lans, France, between May 6 and 11, 1993. Organised on the initiative of the BaCoMET (Basic Components of Mathematics Education for Teachers) group (Christiansen, Howson and Otte 1986; Bishop, Mellin-Olsen and van Dormolen 1991), the workshop formed part of a larger NATO programme on Advanced Educational Technology. Some workshop members had already participated in earlier events in this series and were able to contribute insights from them: similarly some members were to take part in later events. The problematic for the workshop drew attention to important speculative developments in the applications of advanced information technology in mathematics education over the last decade, notably intelligent tutoring, geometric construction, symbolic algebra and statistical analysis. Over the same period, more elementary forms of information technology had started to have a significant influence on teaching approaches and curriculum content: notably arithmetic and graphic calculators; standard computer tools, such as spreadsheets and databases; and computer-assisted learning packages and computer microworlds specially designed for educational purposes.

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