

Preface

The 2011 National Council of Teachers of Mathematics (NCTM) Yearbook offers an opportunity and a resource to explore a wide variety of perspectives on motivation and disposition as they relate to mathematics teaching and learning. This variety includes examining such elements as the demographic composition of a school; the role of movies, television, and the Internet; and nontraditional pedagogy as means of promoting and influencing positive student and teacher dispositions. Motivation and disposition evolve (or stem) from many sources, and many factors can magnify or diminish both. The presence or lack of curiosity, ambition, parental influence, teacher encouragement, peer pressure, and future goals—these and many other elements play central roles. Against these realities, rhetoric is less effective than concrete ideas for implementation—this book is designed to offer a perspective to the reader that reinforces action.

The seventy-third yearbook of the NCTM, *Motivation and Disposition: Pathways to Learning Mathematics*, consists of twenty-one chapters divided into four major sections. The first five chapters, part I, present an overview of research and the theoretical underpinnings of motivation and disposition; the section is titled “Perspectives on Motivation and Disposition.” Part II, “Cultural and Societal Issues,” includes chapters 6–9 and explores cultural dimensions associated with the topic. Part III, “Motivation and Disposition in the Classroom,” is a seven-chapter section that delves into practical suggestions for promoting and assessing dispositions in daily teaching. The final section, part IV, is titled “Professional Development Support” and consists of five chapters that explore the role of promoting long-term change toward valuing the role of motivation and disposition in mathematics education. Together, these twenty-one chapters present a vision and a challenge for mathematics teachers to develop positive attitudes and dispositions in their students.

Producing an NCTM yearbook would be an insurmountable task without the help and guidance of many people. One of the most challenging parts of putting together a yearbook is to select from the multitude of manuscripts submitted in response to the original call. As is the custom, the selection and organization of these manuscripts eventually falls heavily on the general editor and volume editor, but the editorial panel represents the heart and soul of the process. I am indebted to the editorial panel for the 2011 Yearbook for their deep expertise and a wide body of experiences in disposition and motivation across the spectrum of mathematics education. For serving as members of the 2011 Yearbook Editorial Panel, my special thanks go out to the following individuals for their consistent demonstration of insight, knowledge, creativity, and command of the tasks before them: Lynn Breyfogle, Melfried Olson, Marian Small, Marilyn Strutchens, and Denisse Thompson.

Several other individuals worked behind the scenes to ensure the prompt and quality production of the volume. These include Joanne Hodges, director of publications; Myrna Jacobs, publications manager; Gabe Waggoner, copy and production editor; Ken Krehbiel, associate executive director for communications; Kathe Richardson, meeting planner; and Amy Roth McDuffie and Linda Cooper Foreman, Educational Materials Committee chairpersons during the production of this yearbook. These dedicated people were there every step of the way and offered much direction and support on process and procedure. In fact, many other unnamed members of the NCTM staff worked long and hard to bring this project to fruition.

Of course, this yearbook would not have been possible without the outstanding contributions of the volume editor, Daniel Brahier of Bowling Green State University. Dan has been a beacon for us all on this project. His unwavering dedication and work ethic have helped us in ways that are most visible in the quality of the final product that will help others comprehend the roles and dynamics of motivation and disposition in teaching and learning mathematics for years to come.

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