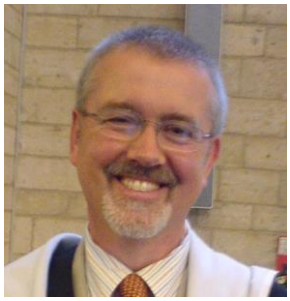
Personal Details



Full name	Paul Robert Andrews
Birth	Birmingham, September 4 1954
Nationality	British
Married	Judy Margaret Sayers

Research identifiers: Orcid 0000-0003-3679-9187 Scopus 8406315200

Education

Institution	Date	Qualification
University of Nottingham	1976	BSc (Mathematics)
University of Nottingham	1977	PGCE (Mathematics)
Wolverhampton Polytechnic	1987	MEd (Mathematics Education)
Manchester Metropolitan University	1997	PhD (Mathematics education)
University of Cambridge	2005	MA

Professional History - all posts full time, no gaps in employment

Institution	Dates	Position
Stockholm University	9/13- Present	Professor of Mathematics Education
University of Cambridge	9/99 - 8/13	Senior Lecturer in Education
Manchester Metropolitan University	9/90 - 8/99	Senior Lecturer Education
Ercall Wood School, Telford	4/86 - 8/90	Head of Mathematics
Stirchley Upper School, Telford	1/80 - 3/86	Second in mathematics department
Madeley Court School, Telford	9/77 -12/79	Assistant teacher of mathematics

Higher degree supervision and examining

Completed PhDs

Kerstin Larsson (2016) Students' understandings of multiplication. Stockholm University. Principal supervisor Kerstin Pettersson.

Eleni Demosthenou (2014) Algebra-related topics: A multiple case study in Cypriot primary school classrooms. Faculty of Education, University of Cambridge. Co-supervision with Andreas Stylianides.

Mona Nosrati (2014) Touching the intangible: High-school students' encounters with, explorations of, and discoveries about the symmetry group of the square. Faculty of Education, University of Cambridge.

Surgeon Xolo (2013) (Gates and Cambridge Overseas Research Student) A reconceptualisation of mathematical knowledge Post-apartheid South Africa, Faculty of Education, University of Cambridge.

Natthapoj Vincent Trakulphadetkrai (2012) An Exploratory Mixed-Methods Study of Thai Teachers' Beliefs concerning Mathematical Knowledge, its Learning and Teaching, Faculty of Education, University of Cambridge.

Jose Manuel Diego Mantecon (2012) (Marcelino Botin Foundation and Cambridge European Trust) A comparative analysis of English, Irish, Slovak and Spanish school students' mathematics-related beliefs systems, Faculty of Education, University of Cambridge.

Phil Kirkman (2012) (ESRC) Secondary Music Students' Compositional Development with Computer-Mediated Environments in Classroom Communities.

Constantinos Xenofontos (2011) (Cyprus National Scholarship and Cambridge European Trusts) A comparative analysis of Cypriot, English and Greek preservice primary teachers' understanding of proof. Faculty of Education, University of Cambridge.

Zsolt Lavicza (2008) (ESRC) Mathematicians' conceptions and academic uses of computer algebra systems: a comparative analysis of England, Hungary and the United States, Faculty of Education, University of Cambridge.

Coreen J Leacock (2002) (Cambridge Commonwealth Trust Scholarship) Educational innovation in a small state: a critical analysis of the integration of computers in education in Barbados, Faculty of Education, University of Cambridge.

Current PhD students and expected completion dates

Cambridge

Eleni Charalampous (2016)

Stockholm

Principal supervisor

Abraham Kumsa (2018) Co-supervision with Kerstin Pettersson

Attila Szabo (2017) Co-supervision with Torbjörn Tambour

Second supervisor

Samuel Sollerman (2018) Principal supervisor Astrid Pettersson

Anna Pansell (2017) Principal supervisor Lisa Björklund Boistrup

Petra Svensson (2018) Principal supervisor Eva Norén

Anna Löwenhielm (2021) (Project doctorate) Principal supervisor Judy Sayers

Gosia Marschall (2021) (Project doctorate) Principal supervisor Judy Sayers

Mälardalens Högskola

Tuula Koljonen (2017) Principal supervisor Andreas Ryve

Universitat Autònoma de Barcelona (UAB)

Joana Villalonga Pons (2018) Principal supervisor Jordi Deulofeu

PhD examining

Ida Bergvall (2016) Matematiskt ämnesspråk i TIMSS – om olika semiotiska resurser och hur de har betydelse för elevers meningsskapande, Uppsala University, Johan Prytz (Board member).

Emanuel Bofah (2016) A cross-cultural analysis of the dimensions of mathematics-related affect: Assessing the psychometric properties and the relationship with achievement, Helsinki University, Markku Hannula (Opponent).

Maria Larsson (2015) Orchestrating mathematical whole-class discussions in the problem-solving classroom: Theorizing challenges and support for teachers, Mälardalen Högskola, Andreas Ryve (Opponent for 90% seminar)

Björn Palmberg (2014) The influence of national curricula and national assessments on teachers' beliefs about the goals of school mathematics, Umeå University, Thorulf Palm. (Board member).

Kicki Skog (2014) (Board member) Power, positioning and mathematics – discursive practices in mathematics teacher education, Stockholm University, Annica Andersson.

Andrew Ragatz (2013) Teaching practices in Indonesia's 8th grade mathematics classrooms: Formation, execution and effect, University of Oxford, Anne Watson (Examiner)

Khaled Ben-Motreb (2010) Preservice primary teachers' mathematics conceptions and practices (In Saudi Arabia), University of Manchester, Olwen McNamara (Examiner)

Marilena Petrou (2009) Cypriot preservice teachers' content knowledge and its relationship to their teaching, University of Cambridge (full time). Tim Rowland (Examiner).

Fien Depaepe (2009) The culture and practices of in sixth grade mathematics classrooms: An attempt to unravel relationships between social and individual aspects in problem solving lessons. Catholic University of Leuven, Belgium. Erik De Corte and Lieven Verschaffel (Examiner).

Janet Kaawha (2005) A study of mathematics teacher educator change, University of Birmingham. Pat Perks (Examiner).

Sit Yuen Lee (2002) Teachers' perspectives and practices regarding graphic calculator use in the teaching and learning of advanced-level mathematics, University of Cambridge (full time ESRC studentship). Ken Ruthven (Examiner).

Masters

I have supervised nearly 40 Master's theses

Masters Examining

I have examined around 70 Master's theses

Refereed Journal Papers

Pansell, A. & Andrews, P. (In press) The teaching of mathematical problem-solving in Swedish classrooms: A case study of one grade five teacher's practice, *Nordic Studies in Mathematics Education.*

Szabo, A. & Andrews' P. (In press) Uncovering the relationship between mathematical ability and problem solving performance of Swedish upper secondary school students, *Scandinavian Journal of Educational Research*, doi: 10.1080/00313831.2016.1258671

Andrews, P. (In press). Is the 'telling case' a methodological myth? *International Journal of Social Research Methodology*, doi:10.1080/13645579.2016.1198165

Marschall, G., & Andrews, P. (2015). Polish teachers' conceptions of and approaches to the teaching of linear equations to grade six students: An exploratory case study. *Research in Mathematics Education, 17*(3), 220-238.

Andrews, P. (2015). Mathematics, PISA, and culture: An unpredictable relationship. *Journal of Educational Change*. *16*(3), 251-280.

Andrews, P., & Sayers, J. (2015). Identifying opportunities for grade one children to acquire foundational number sense: Developing a framework for cross cultural classroom analyses. *Early Childhood Education Journal*, *43*(4), 257-267.

Andrews, P., & Xenofontos, C. (2015). Analysing the relationship between problem-solving-related beliefs, competence and teaching of three Cypriot primary teachers. *Journal of Mathematics Teacher Education, 18*(4), 299-325.

Andrews, P., & Diego Mantecón, J. (2014). Instrument adaptation in cross-cultural studies of students' mathematics-related beliefs: Learning from healthcare research. *Compare: A Journal of Comparative and International Education*

Andrews, P., Ryve, A., Hemmi, K., & Sayers, J. (2014). PISA, TIMSS and Finnish mathematics teaching: An enigma in search of an explanation. *Educational Studies in Mathematics*, *87*(1), 7-26.

Xenofontos, C., & Andrews, P. (2014). Defining mathematical problems and problem solving: prospective primary teachers' beliefs in Cyprus and England. *Mathematics Education Research Journal*, 26(2), 279-299.

Andrews, P. (2013). Finnish mathematics teaching from a reform perspective: A video-based case study analysis. *Comparative Education Review*, 57(2), 189-211.

Andrews, P., & Sayers, J. (2013). Comparative studies of mathematics teaching: Does the means of analysis determine the outcome? *ZDM, 45*(1), 133-144.

Andrews, P. (2012). Learning from others: Can PISA and TIMSS really inform curriculum development in mathematics? *The Mathematical Gazette, 96*(537), 386-407.

Andrews, P., & Sayers, J. (2012). Teaching linear equations: Case studies from Finland, Flanders and Hungary. *The Journal of Mathematical Behavior, 31*(4), 476-488.

Xenofontos, C. and Andrews, P. (2012) Prospective teachers' beliefs about problem-solving: Cypriot and English cultural constructions, *Research in Mathematics Education 14* (1) 49-65.

Jablonka, E., & Andrews, P. (2012). Current Report: CERME working group 11: Comparative studies in mathematics education. *Research in Mathematics Education*, 14(2), 203-204.

Andrews, P., Diego-Mantecón, J., Vankúš, P., & Op 't Eynde, P. (2011). Construct consistency in the assessment of students' mathematics-related beliefs: a three-way cross-sectional pilot comparative study. *Acta Didactica Universitatis Comenianae - Mathematics, 11,* 1-25.

Andrews, P. (2010). The importance of acknowledging the cultural dimension in mathematics teaching and learning research. *Acta Didactica Napocensia, 3*(2), 3-16.

Andrews, P. (2010). Hope and the many discourses of education. *Cambridge Journal of Education*, 40(4), 323-326.

Andrews, P. (2009) Comparative studies of mathematics teachers' observable learning objectives: validating low inference codes. *Educational Studies in Mathematics, 71* (2), 97-122.

Andrews, P. (2009) Identity, rhetoric and culture, *Cambridge Journal of Education*, 39 (2) 159-161.

Andrews, P. (2009) Mathematics teachers' didactic strategies: Examining the comparative potential of low inference generic descriptors, *Comparative Education Review, 53*(4), 559-581.

Andrews, P. (2007). The curricular importance of mathematics: A comparison of English and Hungarian teachers' espoused beliefs. *Journal of Curriculum Studies, 39 (3),* 317-338.

Andrews, P. (2007). Mathematics teacher typologies or nationally located patterns of behaviour? *International Journal of Educational Research, 46 (5),* 306–318.

Andrews, P. (2007). Negotiating meaning in cross-national studies of mathematics teaching: Kissing frogs to find princes. *Comparative Education, 43 (4),* 489-509.

Andrews, P., & Sayers, J. (2005). How do teachers of mathematics teach? A four-way international comparison. *Research in Mathematics Education, 7*(1), 139-158.

Andrews, P. (2003) Developing a problem-solving culture in the classroom, *The Scottish Mathematical Council Journal*, 32, 26-33.

Andrews, P. (2003) Opportunities to learn in the Budapest mathematics classroom, *International Journal of Science and Mathematics Education*, 1 (2), 201-225.

Andrews, P., & Hatch, G. (2002). Initial motivations of serving teachers of secondary mathematics. *Evaluation and Research in Education*, 16 (4), 185-201.

Andrews, P. (2001). Mathematics education and comparative studies: what can we learn from abroad? *The Scottish Mathematics Council Journal*, 30, 56-59.

Andrews, P., & Hatch, G. (2000). A comparison of Hungarian and English teachers' conceptions of mathematics and its teaching. *Educational Studies in Mathematics*, 43 (1), 31-64.

Andrews, P., & Hatch, G. (1999). A new look at secondary teachers conceptions of mathematics and its teaching. *British Educational Research Journal*, 25 (3), 203-223.

Andrews, P. (1999). Some institutional influences on secondary mathematics teachers' use of computers. *Education and Information Technologies*, 4(2), 113-128.

Andrews, P. (1997). Information Technology in the Mathematics National Curriculum: Policy Begets Practice? *British Journal of Educational Technology*, 28(4), 244-256.

Andrews, P. (1997). Learning to teach: some perceptions of trainee teachers of mathematics on working collaboratively in the classroom. *Mentoring and Tutoring*, 5 (2), 4-15.

Andrews, P. (1997). Secondary teachers perceptions of computer availability: a qualitative study. *Journal of Information Technology for Teacher Education*, 6 (3), 321-337.

Andrews, P. (1996). The impact of first computer encounters on mathematics teachers computer competence. *Journal of Information Technology for Teacher Education*, 5 (3), 301-316.

Andrews, P. (1995). Teachers' perceptions of the availability of computer hardware. *Journal of Computer Assisted Learning*, 11 (2), 90-98.