

Teaching to Learning and Research to Practice: Bridging the Fractal Divides

Peter Liljedahl
Simon Fraser University, Canada
liljedahl@sfu.ca

In mathematics education it is taken as shared that we need to perpetually work on bridging research and practice. In this talk I look at some of the results of the *Building Thinking Classrooms* project, which has been shown to do just to—bridge research and practice. More than this, however, this project has also been shown to bridge teaching and learning—or more specifically, teaching and studenting—the bridge is in desperate need of repair.