

Research

The South African Numeracy Chair Project at Rhodes University has published extensively on Maths Clubs. Including, among others:

- Stott, D., & Baart, N. (2018). **Visualising grade 6 after-school mathematics club learners shifting mathematical proficiency along a spectrum of progression.** In L. Webb (Ed.), Proceedings of the 26th Conference of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) (pp. 195-199). Gaborone, Botswana: SAARMSTE. [Stott & Baart SAARMSTE 2018 - SP](#)
- Stott, D., & Vale, P. (2017). [Stott & Vale Developing Spatial Reasoning in Foundation and Intermediate Phase Learners](#). Learning and Teaching Mathematics, 23(December), 6-11.
- Stott, D. (2017). **Interactive gesturing: Deepening understanding of mathematical activity with young learners in a South African context.** In J. Novotná & H. Moraová (Eds.), *14th International Symposium Elementary Maths Teaching: Equity and diversity in elementary mathematics education* (pp. 393-403). Prague: SEMT. [Stott - 2017 - Interactive gesturing Deepening understanding of mathematical activity with young learners in a South African context](#)
- Stott, D., Graven, M., Baart, N., Hebe, G., & Mofu, Z. (2017). **After school maths clubs: Investigating learner progression in an expanding intervention model.** In *Proceedings of the 23rd Annual National Congress of the Association for Mathematics Education of South Africa* (pp. 313-324). Port Elizabeth: AMESA. [Stott et al AMESA 2017 LP presentation](#)
[Stott et al AMESA 2017 long paper](#)
- Stott, D. (2017). **Plenary paper: Progressive progress and profiling: Progression spectra for teachers.** In T. Penlington & C. Chikiwa (Eds.), *Proceedings of the 23rd Annual National Congress of the Association for Mathematics Education of South Africa* (pp. 38-45). Port Elizabeth: AMESA. [Stott AMESA 2017 plenary presentation](#)

[Stott AMESA 2017 plenary paper](#)

- Stott, D. (2017). **Workshop: Progressive development and profiling: Progression spectra for mathematics teachers.** In T. Penlington & C. Chikiwa (Eds.), *Proceedings of the 23rd Annual National Congress of the Association for Mathematics Education of South Africa*. Port Elizabeth: AMESA.

[Stott AMESA 2017 workshop presentation](#)

- Stott, D. (2017). **Developing number sense in Foundation and Intermediate Phase learners.** *Learning and Teaching Mathematics*, 22, 15-19.
- Stott, D. (2017). **Researching the nature of early numeracy progression in after school clubs.** In M. Graven & H. Venkat (Eds.), *Improving Primary Mathematics Education, Teaching and Learning Research for Development in Resource-Constrained Contexts* (pp. 45-60). Hampshire, UK: Palgrave Macmillan UK. http://doi.org/10.1057/978-1-137-52980-0_4
- Stott, D., Mofu, Z. A., & Ndongeni, S. (2017). **Chapter 5: Adapting aspects of the mathematics recovery programme for use in various South African contexts.** In M. Graven & H. Venkat (Eds.), *Improving Primary Mathematics Education, Teaching and Learning Research for Development in Resource-Constrained Contexts*. (pp. 61-78). Hampshire, UK: Palgrave Macmillan UK. http://doi.org/10.1057/978-1-137-52980-0_4
- Stott, D. (2016). [Stott - 2016 - Using arrays for multiplication in the Intermediate Phase.](#) *Learning and Teaching Mathematics*, (21), 6-10.
- Stott, D. (2016). [Using arrays for conceptual understanding of multiplication and division.](#) *Learning and Teaching Mathematics*, (20), 3-6. doi:10.1017/CBO9781107415324.004
- Stott, D., Maritz, A., & Williams, S. (2016). [Family maths events in Grahamstown after-school programmes - A community approach.](#) In S. A. Paphits & D. Hornby (Eds.), *Rhodes University Community Engaged Learning Symposium* (pp. 55-56). Grahamstown, South Africa: Rhodes University. DOI: [10.13140/RG.2.1.4451.9284](https://doi.org/10.13140/RG.2.1.4451.9284)
- Stott, D. (2016). **Making sense of the ZPD: An organising framework for mathematics education research.** *African Journal of Research in Mathematics, Science and Technology Education*, 20(1), 25-34. doi:[10.1080/10288457.2016.1148950](https://doi.org/10.1080/10288457.2016.1148950)
- [Stott - 2016 - Five years on learning programme design for primary after-](#)

[school maths clubs in South Africa](#). In W. Mwakapenda, T. Sedumedi, & M. Makgato (Eds.), *PROCEEDINGS OF THE 24TH ANNUAL CONFERENCE OF THE SOUTHERN AFRICAN ASSOCIATION FOR RESEARCH IN MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION (SAARMSTE) 2016* (pp. 250-260). Pretoria, South Africa: Tshwane University of Technology.

- Stott, D. (2015). [Using fluency activities in after school maths clubs to enhance learner performance in the primary grades](#). *Journal of Educational Studies: Special Issue on Breaking Barriers Hindering Learner Performance*, (Special Issue), 181-202.
- [Graven, Stott - 2015 - Families enjoying Maths together-organising a family Maths event](#) *Learning and Teaching Mathematics*, 19, 3-6.
- Stott, D., & Graven, M. (2015). [Adapting number talks to foreground mathematical progression in South African classrooms](#). In J. Novotná & H. Moraová (Eds.), *Developing mathematical language and reasoning - International Symposium Elementary Maths Teaching* (pp. 311-321). Prague: Charles University, Faculty of Education, Prague. **Presentation:** [SEMT 2015-Stott & Graven Number Talks presentation](#)
- Graven, M., Stott, D., Mofu, Z. A., & Ndongeni, S. (2015). [Identifying stages of numeracy proficiency to enable remediation of foundational knowledge using the Learning Framework in Number](#). In D. Huillet (Ed.), *23rd Annual Meeting of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE): Mathematics, Science and Technology Education for Empowerment and Equity* (pp. 69-83). Maputo, Mozambique: SAARMSTE. [SAARMSTE LFIN Presentation 2015](#)
- Stott, D. (2015). [Confronting, navigating and resolving research tensions](#). In D. Huillet (Ed.), *23rd Annual Meeting of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE): Mathematics, Science and Technology Education for Empowerment and Equity* (pp. 211-221). Maputo, Mozambique: SAARMSTE. [SAARMSTE Research tensions presentation 2015](#)