

CV of Sikunder Ali, Nationality: Norwegian

Associate Professor (Mathematics Education); Department of Teacher Education (ILU)

Faculty of Social and Educational Sciences; Email: sikunder.ali@ntnu.no ; [Sikunder Ali - NTNU](#)

Education

- **Post doc Research Fellowship**, Learning studies (learning of Mathematics from socio-cultural studies), Universidad Autonoma de Barcelona (UAB) (2011) (2-year fully funded by Spanish Government. Supervisor: Professor Núria Gorgorio)
- **PhD Research Fellowship**, Mathematics Education and Multicultural Education (as part of Research Project Learning for diversity), Aalborg University Denmark (2007) (3-year fully funded by Danish Government). Supervisor: Professor Ole Skovsmose
- **MSc**, Applied Mathematics, Karachi University Pakistan (1996)
- **BSc (Honors)** Applied Mathematics with philosophy, Karachi University Pakistan (1994)
- In year 2000 Course on Qualitative Techniques organized by the Aga Khan University Institute for Educational Development (AKU-IED) and Social Policy Development Center (SPDC) Karachi with facilitator from Carleton University Canada.
- One year University Pedagogy Course (January 2020-December 2020) (UNIPED) (200 hours) organized by Norwegian University of Science and Technology (NTNU) Trondheim Norway

Employment (Summary)

- August 1, 2019 onward (permanent position) Associate Professor Mathematics Education, Department of Teacher Education, Norwegian University of Science and Technology (NTNU) Trondheim Norway
- August 1, 2018 until end July 2019 Associate Professor Mathematics Education Western University of Applied Sciences (HVL) Bergen Campus Norway
- August 1, 2014 until 31st July 2019 Associate Professor Mathematics Education University College Southeast Norway
- August 2013- November 2013 Advisor/Professor of Education and Learning Studies Sukkur Institute of Business Administration (SIBA) Sukkur Pakistan
- April 2012-July 2012 Invited Scientist/Professor Faculty of Psychology and Educational Sciences University of Porto Portugal
- January 2009-January 2011 Post doc Fellowship Universidad Autonoma de Barcelona (UAB) Barcelona Spain
- February 2004-January 2007 PhD Fellowship Aalborg University Denmark
- March 1998- May 2002 & August 2002 – August 2008 Instructor-Senior Instructor-Assistant Professor Aga Khan University Institute for Educational Development (AKU-IED) Karachi Pakistan
- May 1, 2002- August 15, 2002 Head of Academics (South) The Educators- a project of the Beaconhouse School Systems Pakistan
- July 1996-March 1998 Lecturer (Mathematics) Aga Khan Higher Secondary School run by Aga Khan Education Services of Pakistan

Employment history

Sabbatical leave from NTNU (1. August 2024- 30th June 2025) (Fulbright Research Fellowship at The State University of New York (SUNY), Buffalo, USA where I work on Critical Engagement with Algorithms with the help of Positioning Theory.

August 1, 2019 onward (permanent position) Associate Professor Mathematics Education, Department of Teacher Education, Norwegian University of Science and Technology (NTNU) Trondheim Norway

Responsibilities at ILU NTNU: (1) *Teaching Courses* (a) Course leader: MGLU5103 (Selected topics in Mathematics Education ([Course - Selected topics in mathematics education \(1-7\) - MGLU5103 - NTNU](#)); (b) Theories of Teaching and Learning in Mathematics and In-depth studies in Mathematics Education (at Master level) (c) Pedagogy of Algebra (at Bachelor level) (2) *Supervising Master* (have done supervision of 10 master students at NTNU with 7 have completed their master theses and 3 are in process) and PhD theses in Mathematics Education. **Research Concerns & Research Leadership:** (3) *Research Concerns:* Exploring issues associate with inclusive mathematics education and democracy.; Mathematics education, ethical citizenship and democracy; Teachers' dilemma in facilitating students' learning of proof and proving. **Leader of Research Group at ILU NTNU:** [IMED – Research – Department of Teacher Education - NTNU \(Cristin\)](#) Inclusive Mathematics Education and Democracy (IMED) is a young research Group at ILU with clear goals to addressing central issues of Inclusion and Diversity in relation to educational practices of Mathematics Education in Norway and beyond. **Coordinator of European Association of Research on Learning and Instructions (EARLI) SIG 21 Interest Group : Learning and Teaching in Culturally Diverse Settings** ([SIG 21 - Learning and Teaching in Culturally Diverse Settings | EARLI; SIG 10, 21 & 25 Conference 2022 | EARLI](#))

Service to society : (1) *Member and chair of the commissions for the recruitment of the assistant and associate professors in mathematics education* (see the details in the attachment). (2) external sensors of the master theses (for University of South-East Norway (USN), HVL, Oslo Met, Østfold University College, University of Bergen and Nord University) (I have been external and internal sensor to 40 master projects in mathematics education). (3) *Members of the Equity, Inclusion and Diversity Forum* (at Department of Education NTNU) and (4) Keynote contributions to various institutions and research disseminations around the world (please see the section of keynote presentations section of the CV). (5) *Involvement in the externally finance research projects* (see developmental project with Ukraine on idea of democracy and education (details: [Cristin](#)) and currently I am part of an NTNU wide initiative along with lead European Universities (ENHANCE + Alliance Project funded by European Union) that promotes diversity within University sector (see details: [DIVERSITY – Enhance website \(enhanceuniversity.eu\)](#)) (5) *Reviewers to International Journals of Mathematics Education as Journal of Mathematics Teacher Education (JMTE), Educational Studies in Mathematics Education (ESM), Palgrave Handbooks in Diversity in Education, EARLI etc.*

Associate Professor Mathematics Education Western University of Applied Sciences (HVL) Bergen Campus

Teaching: Courses in Mathematics Education GLU 1-7, 5-10, master's in educational theory and supervision of Master students

Associate Professor Mathematics Education University College Southeast Norway

Teaching:

- 1) Mathematics Education for pre-service teachers at primary level (GLU 1-7)
- 2) Mathematics Education for pre-service teachers at secondary levels (GLU 5-10)
- 3) Mathematics education for in-service teachers (1-7) (Quality for Competence Course)
- 4) Mathematics education for in-service teachers (5-10) (Quality for Competence Course)
- 5) Mathematics education for PPU
- 6) Supervision of thesis projects in mathematics education: Two bachelor students finish their bachelor thesis on idea of **critical democratic competence and critical mathematics education** (February 2017-June 2017) as part of bachelor programme GLU 1-7 (Drammen) at HSN

Participated in 3-week PhD supervision course organized by University of South-Eastern Norway.

Research

- 1) Leader of the Research group in Mathematics Education at HSN (on-going)(<http://www.hbv.no/om-hbv/organisering/fakulteter/humaniora-og-utdanningsvitenskap/matematikdidaktikk/>)
- 2) Supervision/support to colleagues in development of Research Competence in Mathematics Education
- 3) PhD supervision Sigurd Hals Johansen PhD students in Mathematics Education (with focus on reasoning and argumentation in learning and teaching of mathematics) (He is now on pappapersjon)
- 4) Learning of Mathematics in a multicultural contexts
- 5) Member of Research seminar on human rights, citizenship and multiculturalism (<http://www.hbv.no/menneskerettigheter-medborgerskap-og-mangfold/category12835.html>)

Professor of Educational and Learning Studies Sukkur Institute of Business Administration (SIBA) Sukkur Sindh Pakistan From August 12, 2013 until November 11, 2013

Here I have worked as advisor/full professor (with an international contract) at Sukkur Institute of Business Administration (SIBA) Pakistan where I supported efforts of SIBA to create a vision/strategy to put alignment between Department of Education (DoE) and Community Colleges (modeled on pattern of Community Colleges in USA). These efforts bring out a plan of action to make Community Colleges of SIBA as Quality Learning Centers in Sindh, Pakistan. Besides, I have supported efforts of SIBA to raise educational quality of faculty of SIBA and support the shift to making learner as center of pedagogical innovation. Besides, I provided strategic advice on matters related to educational development projects to leadership of SIBA. My specific responsibilities are outlined below :

Activities	Actions
Institutionalization and Capacity Development of the DoE and its faculty	<ol style="list-style-type: none">1. Development of Concept paper for DoE and Community Colleges2. Need assessment of the research potential of the DoE faculty3. Co-authorship opportunity for publishing papers with the faculty of DoE
Institutionalization and Development of the Community Colleges	<ol style="list-style-type: none">1. Integrating Community Colleges in the Conceptual frame of the DoE2. Defining role of the Coordinator of the Community Colleges3. Conducting a brief need analysis of the Community Colleges while visiting 2-day each Community College4. Creation of the Quality Assurance Mechanism of the Community Colleges and DoE

	<ol style="list-style-type: none"> 5. Support in hiring of the faculty of the Community Colleges 6. Creation of the leadership forum for the Community Colleges 7. Developing career progression plan both for the faculty of DoE and Community Colleges 8. Support to Sindh Achievement Tests Project funded by Reform Support Unit of Government of Sindh (attending meetings with Aga Khan University-Examination Boards and other relevant professional development activities)
University pedagogy at the SIBA	<ol style="list-style-type: none"> 1. Concept paper for the Establishment of the Center of the Quality Teaching, Learning and Research Development at SIBA 2. Developing ideas for some exemplary modules to support quality of teaching and learning at the SIBA
Support to Mathematics Education at SIBA and faculty of DoE and some select teachers of the Community Colleges	<ol style="list-style-type: none"> 1. Conceptualising and implementing some workshops for the faculty and students of the Mathematics Department and lead Community College Mathematics teachers on the theme of promoting quality Mathematical Thinking at SIBA
Internationalization of DoE	<ol style="list-style-type: none"> 1. Introducing SIBA at International level while at the distance after conclusion of initial 3-month assignment at SIBA

Previous positions: Guest Professor (Invited Scientist) won through an International Competition at Faculty of Psychology and Education Sciences University of Porto Portugal (From April 1, 2012 to July 30, 2012). The grant has been awarded by the Science and Technology Foundation (FCT) Portugal. I formally joined the Center of Development and Education (CPDEC) led by Professor Marina S. Lemos on April 1, 2012. The stay was for three months and it formally concluded by the end of June 2012. The researchers at the Center of Education and Development (CPDEC) pursue several lines of enquiries such as motivation and learning, early childhood interventions, learning of Mathematics through Games, origin and development of the future thinking and planning skills among children and adults, quality home environment, effects of neighborhood on the learning of children within families at risks, how to create settings for inclusion, narratives and therapy in clinical settings etc. At the Center I was engaged with colleagues to make contributions in several research themes. Here I would outline the activities that I undertook as part of this grant during my 3-month stay at Porto. The activities can be divided in two main sections: (1) Support to on-going projects (2) Development of a research proposal for international funding possibility.

(1) Support to on-going projects

Specific Activities at the Faculty of Psychology and Educational Sciences of University of Porto:

- Acted as main external evaluator of the Master Dissertation **“We are all early interventionists”: Building a new, family-centred and transdisciplinary discourse in early childhood intervention in**

Portugal” authored by **Natalie Almeida Sandamil da Costa (201107770)** at the faculty of Psychology and Educational Sciences of University of Porto Portugal. Defence took place on **26-11-2013**. Other members of the Jury were: President – Professora Doutora Inês Maria Guimarães Nascimento, – Professora Doutora Ana Isabel da Mota e Costa Pinto of Porto University.

- May 08, 2012 Invited guest lecture for Master students in Social Education and Intervention in Psychology Intervention in Risk Contexts at School of Education (Instituto Superior do Educação do Porto). The topic of the lecture: *Sociocultural Risks and Situations of Immigrant Youths in Danish and Barcelonian Context*.
- May 24, 2012 Seminar for the Faculty of Psychology and Educational Sciences University of Porto. The title of the conference: *Inquiry into Foregrounds of Immigrant youths in Denmark*.
- June 5/June 25, 2012 two full day working research sessions for the team members of Early Childhood Intervention (ECI) Research Project on the theme: *Qualitative Research and Role of reflexivity in the Quality Research Process and developing some case studies* within FCT supported project on Participation Measures in Portugal. One of the concrete outcomes has been development of case of Leonor which was formally presented at the First International Conference on Early Childhood Education at Braga, Portugal in September 2012. The reference of the conference is: Isabel, A.; Baber, S.; Coelho, V.; Catarina, G. & Leal, T. (2012) *The case of Leonor: Reflexivity analysis on tensions and forces around the case*. This poster has been presented at the 1st International Conference on Early Childhood International Conference at University of Minho Braga Portugal held at September 13-14, 2012.
- Support to Research Students (PhDs and Masters) within the areas such as Early Childhood Interventions, Future thinking and working with families.
- With the colleagues at CPDEC I am also exploring possibilities for writing some joint research papers around theme such as future thinking, combining numeracy and literacy together, complexity of working of team structure within an early childhood intervention framework in Portugal and learning of Mathematics in the context of emerging digital media.

(2) Development of a research proposal for international funding possibility

As a part of my responsibilities along with strong collaboration with colleagues at CPDEC, I am developing a research proposal/project around theme: ***Exploring potential of learning through computer games: implications for theories of learning***.

Our intention through this research project is to trace the influences under which the children are interacting with the digital media platforms especially when they are engaged while playing or learning with/through computer games within this context where emerging media technologies are becoming pervasive in our lives. Here we would like to use ecological perspective to situate our research. The ecological perspective allows us to look at learning and development through holistic perspective while analytically locating learning at different levels such as macrosystem, exosystem, mesosystem and micro system. The ecological approach considers children’s immediate environment including children’s’ parents and other family members and the resources available (for example availability of digital technologies) to the children, the context of schooling, and the socio-political, economic and legal context in which the children are located. Here we consider the access of digital media as one of the learning tools that is available to the children under the changing conditions of modern societies. Our purpose here is to understand the potentialities of emerging digital media for learning, in this respect we define the media ecologies as “the varied social, technical, and cultural contexts that structure youth [in our case children] media engagement and that are meaningful to them (Horst et al., 2009, p.2).”

The overarching goal of this project is to critically evaluate the potential of computer games for learning and explicitly re-conceptualize notion of learning under the effects of learning with/through computer games. As literature review done around computer games and learning as part of emerging media

technologies demonstrate that the computer games are thought of providing a dynamic environment for learning which is different than the learning in a conventional setting such as school.

In specific through this research proposal, we want to focus on different dimensions resulting from interactions between learning and computer games. These dimensions include:

- How can one characterize learning taking place due to interaction between learner and his/her engagement with computer games?
- How players are constructing their narratives while interacting with the learning environment enacted through the digital media like video games?
- How learning through computer games relates with intention/motivation of learners (in our case players)? What kinds of identities learners develop while staying engaged with the learning through the computer games? What kinds of implications this engagement of learners with the computer games can bring to motivational theories? Or developmental theories in general?
- How can one relate this learning through computer games with the learning taking place in a formal setting (e.g. in school)? For example, how can one use and assess the games like Lure of Labyrinths to study mathematical concepts such as ratio and proportions?
- How learning with computer games handle the issue of inclusion of learners with special needs (such as disabilities, autism, old agedness etc)?
- How families engage with their children in forms of learning through computer games?
- How do learning with/through computers relate to the neuro-functioning of the brains?

The project proposal is at the stage of incorporating feedback from the colleagues. This draft proposal document would serve as key document to encourage setting up a research programme around theme of Computer games and learning at the CPDEC.

From January 23, 2009 to January 24, 2011

Post Doc Fellow at the Department of Teaching Mathematics and Experimental Sciences. Project: Socio-cultural aspects of Learning of Mathematics among children of Pakistani immigrants in Spain.

Post Doctoral Research Fellow was attached to the Research Group led on Socio-cultural dimensions of learning of Mathematics led by Professor Nuria Gorgorio at Department of Teaching Mathematics and Experimental Sciences at the Universitat Autònoma de Barcelona, Spain

- Contributing as an active member of the Research Group on Socio-cultural Dimension of Learning of Mathematics led by Professor Nuria Gorgorio
- Initiating Post Doctoral Research Project with experiences of Pakistani immigrants with Learning of Mathematics in and outside school contexts- outside context could include support of Pakistani families in the learning of Mathematics of their children in Spain
- Member at a distance of the Centre of Research of Educational Policy at the Department of Education, Learning and Philosophy at the Aalborg University Denmark

Danish Government funded PhD Research Fellowship in Denmark:

PhD (Denmark): (from February 1, 2004- January 31, 2007) Multicultural education and Mathematics Education (degree has been awarded on June 20, 2007 by Faculty of Engineering Sciences, Medicine Aalborg University Denmark)

Title of PhD Thesis: Interplay of Citizenship, Education and Mathematics: Formation of Foregrounds of Pakistani Immigrants in Denmark

Name of the Supervisor: Professor Ole Skovsmose, Head of Doctoral School of Technology and Science at Faculty of Engineering, Sciences and Medicine Aalborg University Denmark

Name of the Examiners:

- Professor Thomas Popkewitz, Department of Curriculum and Instructions University of Wisconsin Madison, USA
- Professor João Filipo, Institute of Education, University of Lisboa Portugal
- Professor Helle Alro, Department of Communication, Aalborg University Denmark

Courses studied during PhD Fellowship in Denmark:

- Global and Cross Cultural Management (with Professor Gerts Hoefsted at Department of Economics Aarhus University Denmark)
- Learning and Dialogues (with Professor Ole Skovsmose Department at Education, Learning and Philosophy Denmark)
- Method and Social Science Theory (with Professor Lennart Noerekelt Department of Education, Learning and Philosophy Denmark)
- Narrative Turns in Research Methodology (with Professor Bent Flyvbjerg Department of Planning and Development Aalborg University Denmark)
- Educational Research Linking Micro and Macro Phenomena (with Professor Paolo Valero, Department of Education, Learning and Philosophy Denmark)
- Researching the Socio-political dimensions of Education: Issues of power in Theory and Methodology (with Professor Paola Valero at the Department of Education, Learning and Philosophy at Aalborg University Denmark)
- Perspective on Identity in Learning and Education Research (with Professors Etienne Wenger, Ana Sfard by Doctoral School of Science and Technology Aalborg University Denmark)
- Uncertainty and Responsibility (with Professor Ole Skovsmose Department of Education., Learning and Philosophy Aalborg University Denmark)
- Ethics, Technology and Society (with Professor Ole Skovsmose Department of Education, Learning and Philosophy Aalborg University Denmark)

Teaching Responsibilities during PhD Fellowship in Denmark:

Co-taught PhD Course on Theories of Science with Professor Ole Skovsmose at Faculty of Engineering Sciences and Health Sciences Aalborg University Denmark, from May 23-25, 2007

Theories of Knowledge and Scientific Theories (4 lectures) Course on Scientific Method and Communication and for Engineering Students at the Seventh Semester Faculty of Engineering, Sciences and Medicine Aalborg University Denmark for Fall Semester 2006.

- Lecture 1: What constitutes our heritage? Topic such as Theories of Knowledge, Theories of Science and Scientific Knowledge came under discussion on Friday September 29, 2006.
- Lecture 2: What are the major influences that have shaped our heritage? In between Consensus and Conflicts and Controversies. Here I discussed the relation between Modernity and Enlightenment with special focus on reason and system of reasons and wider political influence of science on society on Friday October 6, 2006.
- Lecture 3: What constitutes our practice as scientists and engineers? Here I discussed the Cultural Practices of Science I with special focus Ludwig Wittgenstein and Language Games on Friday October 13, 2006.
- Lecture 4: Where can we go from here? And how can we bring care to our practice? Here I continued this discussion on Cultural Practices of Science II with special focus on our responsibility to our profession and to larger society on Friday October 20, 2006.

Seminars for Further Education Course for Philosophy Students at the Department of Education, Learning and Philosophy, Aalborg University:

- **Seminar 1:** How modernity affects India or Pakistan and how India or Pakistan takes modernity? Here I focused on transfusion of cultures through the transnational practices generated by asynchronous flow of images, stories, ideas, people and resources and capital due to varied processes of globalizations on 16th September 2006.
- **Seminar 2:** This time the focus was on transnational movement of people and what impacts this can bring on the cultural practices of people both in West and in India and Pakistan on 22nd October 2006.
- **Seminar3:** Modernity and Nehru and Gandhi on 19th November 2006.
- **Seminar 4:** Pakistan and Modernity
- **Seminar 5:** Living out Freedom: Budha, You and I

Project in Educational Development: Developed a Project for Faculty of Engineering, Science and Medicine aiming to make contribution to the educational rehabilitation of the people in the worst October 2005 earthquake in the Northern Areas of Pakistan.

External research co-operation/Stays

1. **Danish Pedagogical University Copenhagen Denmark from August 2004 to January 1, 2005:** I stayed at DPU for five and half months and conducted my field work with Pakistani Immigrants in Copenhagen.
2. **Department of Curriculum and Instruction University of Wisconsin Madison USA from January 15, 2005 till June 30, 2005.** Here I worked as an honorary research scholar on relation between power and education within the context of globalized world. Also I had actively participated in the Wednesday Doctoral Research Group led by Professor Thomas Popkewitz

Instructor-Senior Instructor-Assistant Professor at Aga Khan University Institute for Educational Development (AKU-IED) Karachi Pakistan (From 2002 to September 2008)

From February 2008 to June 30, 2008

Coordinator USAID ED-LINKS project (AKU-IED part). AKU-IED is a lead partner in this \$ 90 million project. This project focuses on improvement in three areas: (a) Professional Development of different actors such as Teachers, Head Teachers, District Education Officials, Resource Persons and others (b) Translation of Curriculum into Standards (c) Good governance at different levels such as school, district, provincial and national levels. My specific responsibilities include: liaise with the government, Aga Khan Development Network, and other ED-LINKS partners for successful implementation of the project; to develop and implement project activities as outlined in the overall project plan; extensively involved in the project management and monitoring activities; responsible for the successful implementation, monitoring and evaluation of the programmes run under the project; work closely with the Head (Programmes, Research and Policy Studies and Academic and Student Affairs) and Manger Planning of AKU-IED

Aga Khan University's Institute for Educational Development (AKU-IED)

March 1998 to September 2008 (I move from Instructor-through Sr. Instructor to Assistant Professorship)

ASSISTANT PROFESSOR

At AKU-IED, I would like to divide my work into four major categories namely Teaching, Services, Research and Curriculum Development.

Teaching

1. **Involvement in Regular Mathematics Modules of Six weeks Durations of Master in Education (Teacher Education) along with the faculty from University of Oxford, UK, from 1998- to-date**

Philosophy and Objectives for the Mathematics Module

This module has focused on the development of mathematical thinking and understanding in children, teachers and teacher educators. It addressed overtly the role of a teacher educator in working with teachers to develop mathematical learning and teaching processes.

Its chief aim was that the Course Participants (CPs) should develop knowledge and expertise through which children in classrooms will experience a teaching and learning environment, which will foster

- their development of mathematical concepts and skills;
- their awareness and understanding of mathematical knowledge individually constructed and socially mediated;
- their ability to relate mathematical ideas to particular contexts both mathematical and more widely conceived, for example in everyday life, and in the world around us;
- their ability to tackle questions and solve problems, and successfully to pursue their own lines of enquiry.

Thus, for the Course Participants (CPs) as teacher-educators, a further objective was that they should become aware of their own development as teachers in creating learning environments for students, so that they could be able themselves to foster teacher development as outlined above.

Responsibilities

As a team member of the module teaching team I was responsible to

- To formulate the objectives of a course, appropriate instructional strategies and assessment procedures in consultation with other team members
- To teach effectively as part of a team
- To organize school visits and dealing with day to day logistic and other issues
- To evaluating (along with other team members) the CPs and the course
- To document including writing progress reports of the course participants and the final report of the module for wider dissemination.

Specific Roles in teaching M.Ed. Modules

- M.Ed. III, contributed to the Module as a team member in 1998
 - Local Coordination in M.Ed. IV Mathematics module in 1999-2000
 - Co-coordination in the lower secondary module year 2000-2001
 - Significant input in the mathematics component in the 17-week module 2001
2. **Involvement in M.Ed. Modules of Six Week Durations for Enhancement of Pedagogical Content Knowledge (EPCK)**
- Local coordination and taught two weeks independently in the module for M.Ed. III

- Taught four weeks independently and coordinated the module for M.Ed. IV

3. Involved in planning and implementation of the one year Subject Specialist Teacher Advanced Diploma in Mathematics (SST)

- Worked closely with faculty members from University of Alberta, Canada

4. Involvement in the 2-months Visiting Teacher Programmes (VTPs) 1998-2000

The Visiting In-service teachers are aiming to develop commitment of the participants towards initiating and sustaining educational change processes in their respective schools. They are also expected to facilitate professional development activities in their schools (other teachers in the schools using new teaching methods under the guidance of the VTs) and engaged in the exercise of developing innovative methods of teaching and learning in the schools. It is also expected that with the input of the VT Programme the students' learning would have been increased in their schools.

Responsibilities

As a coordinator of the module teaching team I was responsible to

- To formulate the objectives of a course, appropriate instructional strategies and assessment procedures in consultation with other team members
- To teach effectively as part of a team
- To 'allocating' work load and other responsibilities to team members
- To organize school visits and dealing with day to day logistic and other issues
- To evaluating (along with other team members) the CPs and the course
- To document including writing progress reports of the course participants and the final report of the module for wider dissemination.

Specific Roles

- VTP (SECONDARY) MATHEMATICS MARCH- END OF APRIL, 1998 AS A TEAM MEMBER
- Two VT Programmes in the areas of Primary and Secondary Mathematics respectively 1999 from (December, 1998 to up to date) as a coordinator and a mentor to Professional Development Teachers (PDTs), the MEd graduates' after their post qualification for the period of three years
- Coordinated VT Programmes in the areas of Secondary Mathematics 2000

5. Involved in the development of Online Visiting Teacher Programme in Information and Communication Technology (ICT) for Educators

Specific Role: As a specialist for the incorporation of mathematics portion in the programme and gain more experience in the development of online initiative at AKU-IED

6. Selection of candidates for the M.Ed. Programme

In order to ensure transparency in the selection of the candidates for M.Ed. at the AKU-IED, the team of faculty members is usually formed to select people from different location. I was entrusted responsibility to coordinate selection process for two of the important constituencies namely The Aga Khan Education Services, Pakistan and Ismaili Tareqa Board Pakistan.

Specific Roles:

- Involved for the selection of the candidates from Aga Khan Education Services, Southern Karachi as a team member 1998.

- Coordinated the selection of the candidates from the Aga Khan Education Services, Southern Area Karachi and some candidates from Chitral and Tajikistan and ITREB, 2000

Services

1. Chairing Mathematics Association of Pakistan (MAP) 1997-todate

As a Chair I am responsible to realize the goal of MAP as stated above in a more collaborative fashion so that all stakeholders get more informed and take ownership of the programmes of the MAP geared towards development of quality mathematics education in Pakistan with greater opportunities for the professional development of mathematics teachers.

AIMS OF MAP

- to promote mathematics and mathematical education
- create a group of committed and informed professionals working towards improving the quality of mathematics education in Pakistan keeping in view synergy among various sectors and
- to create effective linkages with similar organizations around the globe for sharing experiences with each other while promoting the quality of mathematics education in the world
- disseminate information and knowledge about new research findings and current pedagogy in the field of mathematics education and also to generate knowledge while initiating research projects according to the contextual needs
- creating and implementing the innovative programmes for the students such as Pakistan Math Olympiad in order to promote the culture of doing and investigating mathematics among students
- give input in the policy dialogues in the status of mathematics education in Pakistan

Some of the **Activities** initiated and sustained under my leadership are:

- Saturday workshop has become regularly event of the MAP, mathematics teachers in the range 40-65 attend the workshop
- Organized first five-day workshop entitled, “**The New Ways of Teaching Mathematics**” exclusively for mathematics teachers from Government set-up, at AKU-IED from June 19-23, 2000. There were 30 participants in the workshop.
- Organized five-day workshop on “**Mathematical Content Enhancement in O’Level Cambridge Syllabus**”, for the mathematics teachers interested to develop their competencies in the O’ Level Mathematics Syllabus at the AKU-IED from July 24-28, 2000. There were 33 participants in this workshop.
- Organized a MAP Math Olympiad of 4 hours duration on September 2, 2000 for the students of grade 6 where 100 children from more than 18 schools participated at the AKU-IED. This event has generated huge interests among various schools in Karachi. Now most of them are planning to organize similar Math Olympiad in their respective schools. The second Math Olympiad was organized on September 1, 2001 where 32 schools of Sindh participated.
- Membership of MAP is now around 425 while the institute members are more than 25. Sindh Text Book Board is also member of MAP.
- Conducted workshop for the schools in Karachi namely Foundation Public School, Happy Home School, Saint Patrick School.

2. Member of two policy formulating bodies of AKU-IED concerning academic affairs and research namely Academic Review Committee (ARC) and Research Advisory Committee (RAC)

- Served as a member of Academic Review Committee, a policy body responsible for design, review and implementation of the M.Ed. program in Teacher Education and other programmatic activities at IED.
- Served as a member of Research Advisory Committee responsible for giving advice on seed money for research projects at IED and identifying, disseminating information regarding targeted conferences, recommending papers.

Research and Curriculum/Material Development

Research activities 2007-2008:

Supervision of Master students of MEd (Teacher Education). Projects are:

- Teachers Burnout from Leadership Perspective undertaken by Aymna Bhaidani MED student class 2008
- Teachers' Performance Appraisal undertaken by Musa Ali MED student class 2008
- Students' Perceptions of Learning Symbols and Signs in Algebra undertaken by Mashooque Samoo MED student class of 2008

Other Research related activities in past:

- Attended a research workshop on **"the Qualitative Research Techniques"** led by Mr. Colin Stuart University of Carleton Canada under the collaboration of AKU-IED and SPDC. This workshop greatly enhanced my capacities to understand the research process. The offshoot of this research project was the initiation of the research project called "The Role of PDTs in their home Schools" by the team of three members. I am one of the principal investigators of this project.
- Team member of Mathematics Material Project (MMP) with a faculty member from Oxford University Department of Educational Studies (OUDES), United Kingdom and produced a distance education material for teachers.
- Led the team of reviewers of AKU-IED for the textbooks of primary mathematics under the collaboration of AKU-IED and Sindh Text Book Board Jamshoro Sindh, August 4- September 15, 2000.
- Produced material for teachers while conducting workshop for mathematics teachers on the MAP platform.

Aga Khan Education Service, Karachi, Pakistan July, 1996-March 1998.

As a Faculty

- Lecturer at Department of Mathematics at the Aga Khan Higher Secondary School, Karachi Pakistan where supported efforts for conceptualizing and designing a comprehensive instructional plan for mathematics for higher secondary level integrating graphical calculator and usage of computer technology.
- Pioneered and established a professional association for Mathematics teachers called the Mathematics Association of Pakistan (MAP) with membership above 425 in Karachi and various parts of the country.
- Attended, co-taught 3 workshops conducted by faculty of Mathematics Department of Philips Academy Andover, USA, in partnership with Aga Khan Development Network, focusing on the usage of graphical calculators in teaching, functions, calculus, trigonometry and geometry.

OTHER PROFESSIONAL ACTIVITIES AT AND OUTSIDE OF AKU-IED

- Attended two School Improvements (SIP) Conference titled 'the role of management in school improvement and 'The role of teacher in school improvement' at AKU-IED.

- Attended the two day seminar on 'Early Childhood Care and Development' at AKU sponsored by UNICEF and AKU 1999.
- Led a workshop for mathematics teachers titled 'Problem Solving in Mathematics' for Teachers of Foundation Public School, Karachi from 1998-2000.
- Attended two days workshop on "Assessment Practices in Schools" by Mr. Paul Shaw under the partnership with University of Toronto at AKU-IED in 2000-09-25.
- Co-facilitated with Dr. Bernadette Deana ARC retreat for faculty on "Assessment of Students of M.Ed. Classes" August 15, 2000.
- Conducted a workshop for the teachers of the Aga Khan Education Services, Pakistan on the Role of Mathematical Thinking in the Decision Making Processes at its Conference Celebrating the Successes in Karachi from November 17-18, 2000
- Designed and conducted a 6-days programme for the Professional Development of Teachers of the Community Based Schools run under the project of Community Supported Schools of Sindh Education Foundation of the Ministry of Education Sindh held at Moen-jo-Daro Larkana from August 10-16, 2001.
- Designed and conducted a 6-days programme for the Professional Development of Teachers of the Community Based Schools run under the project of Community Supported Schools of **Sindh Education Foundation** of the **Ministry of Education Sindh** held at Moen-jo-Daro Larkana from August 10-16, 2001.
- Conducted a 10-days short course for the Community Based Organizations' (CBOs) schools supported by USAID Project of Aga Khan Education Service's component at Clifton Karachi Pakistan on 'Enhancing Mathematical Thinking of Teachers teaching grades 3-8 Mathematics' from September 23-October 10, 2002
- Attended a 5-days workshop on "**Alternate Assessment Practices-Challenges associated with the processes of Measurement and Testing**" conducted by world known figure on **Assessment Professor Tom Christie of Manchester University** from August 21-27, 2002 at AKU-IED.
- Attended a full day workshop for policy makers on "**Quality in Education**" organized by the British Council Karachi and led by **Ms. Qaisra Sharaz**, Her Majesty Inspector of Quality Assurance Agency United Kingdom on 28 February 2003.
- Conducted workshop for the students of Indus Valley School of Arts and Architecture (IVSAA) Karachi on **Mathematics and Creative Imagination** on April 25, 2003 at IVSAA.
- Led a workshop for Mathematics Teachers of Workers' Welfare Board schools in Peshawar from August 18-23, 2003.

Language skills: Indicate competence on a scale of 1 to 5 (1 - excellent; 5 - basic)

Language	Reading	Speaking	Writing
English	1	1	1
Sindhi	1	1	1
Urdu	1	1	1
German	3	3	3
Danish	3	2	2
Spanish	2	2	2
Catalan	2	2	2
Portuguese	3	3	3
Norwegian	2	3	2

Membership of professional bodies:

- Member of Congress in Mathematics Education and Society (MES)
- Member of Danske Magisterforning (DM).
- Member of Forskerforbundet Norway
- Coordinator: EARLI SIG21

Other skills: (e.g. Computer literacy, etc.) Computer literate having good command on MS office and Working Knowledge of research softwares such as Nvivo and SPSS used in qualitative and quantitative research methods / techniques

Research publications and presentation (All the publications are published after rigorous peer review process) (see also details of publication at [Person #642176 - Sikunder Ali - Cristin](#))

Publications In Journals and Book Chapters

1. Felix, S.M.; Ali, Sikunder (in press will appear in 2024). Environmental activism for our 'common home': through the documentary "My Octopus Teacher" In Prof. Hufnagel (Editor) *"Globalization and Sustainability - Ecological, Social and Cultural Perspectives"*. Intech Open
2. Sikunder, A. (To appear). Formation of Pakistan as a nation and Education within landscape of diversity of languages: Considerations for Equity and Quality Mathematics Education. In S. Sharma, D. Farsani & S. Sharma (Eds.), *Diversity in Mathematics and Statistics Classrooms*. Springer.
3. Sikunder, A. (In press and will appear 2024). Ethical engagement with mathematics: how practices of mathematics create moral orders that govern modern souls under conditions of modernity. In Paul Ernest (Ed.), *Ethics in Mathematics/Mathematics Education*. Springer.
4. Felix, S.M.; Ali, Sikunder. Positioning Theory in Education. *Encyclopedia* 2023, 3, 1009–1019. <https://doi.org/10.3390/encyclopedia3030073>
5. Breda, A., Calle, E., Farsani, Danyal., Ali, Sikunder., Tesfamichael, Solomon. A., & Bose, A. (2023). Didactic-mathematical knowledge of future mathematics teachers in Ecuador when developing tasks based on ethnomathematical practices. *PARADIGMA*, 44(4), 539-567. <https://doi.org/10.37618/PARADIGMA.1011-2251.2023.p539-567.id1406>
6. Ali, Sikunder. (2022) Towards mathematics education as ethical citizenship under COVID-19. *International Journal of Educational Theory and Practice*, Vo. 22, No.1, pp. 119-122, DOI: <https://doi.org/10.33423/jhetp.v22i1>
7. Tesfamichael, S.A., Chala, D., Desta, L.A. & Ali, Sikunder., (2022), 'Politics of meaning about quality of education in Ethiopia', *African Journal of Teacher Education and Development* 1(1), a3. <https://doi.org/10.4102/ajoted.v1i1.3>
8. Felix, S. (2022) & Ali, Sikunder. (2022) Capturing dynamic shifts in learning of mathematics teachers in a collaborative setting: A positioning theory perspective. *Philosophy of Mathematics Education Journal*. No. 39
9. Radišić, Jelena; Baucal, Aleksandar; Jošić, Smiljana; Tartas, Valérie; Leskinen, Jasmiina; Ziegler, Gudrun; Ali, Sikunder; Bergman, Becky; Dohn, Nina Bonderup; Ritella, Giuseppe; Nordström, Alexandra. (2022) [Dialogue, diversity and interdisciplinarity in the field of learning and instruction : book of abstracts](#). 2022. ISBN 978-86-6427-234-6.
10. Xhomaqi, Brikena; Fiorelli, Jessica; O'Cuinn, Alex; Ali, Sikunder; Åström, Maria; Aunio, Pirjo; Balaž, Barbara; Cheng, Shu; Daniels, Lia; Delnoij, Laurie; Deunk, Marjolein; Felix, Sonia Martins; Gegenfurtner, Andreas; Greiff, Samuel; Gutierrez, Sally; Harscher, Tina; Huang, Lihong; Kizmihok, Gabor; Obermeier, Ramona; Panadero, Ernesto; Pastore, Serafina; Raoui, Manal. (2021) Rethinking Assessments: PRIORITISING LEARNERS' WELLBEING. Lifelong Platform (LLP) Report

11. Ali, Sikunder. (2015) [Critical Mathematical Competence for Active Citizenship within the Modern World. *Proceedings of the International Mathematics Education and Society Conference*](#). volum 2.
12. Baber, Sikunder Ali (2012) Learning of Mathematics among Pakistani immigrant children in Barcelona: A socio-cultural perspective. In Ole Skovsmose & Brian Greer (Eds) *Opening the cage: Critique and Politics of Mathematics Education*. Rotterdam: Sense Publishers pp.144-166
13. Baber, Sikunder Ali. (2010): Mathematics from perspective of critical sociology-making sense of the world colonized by cultural practices of mathematics. In Paola Valero, Ole Ravn Christiansen, & Helle Alrø (Eds.) *Future of Critical Mathematics Education: Past, present and Future*. Rotterdam: Sense Publishers, pp. 23-30
14. Baber, Sikunder Ali. (2010) Networks of learning: A professional association and continuing education of teachers of Mathematics in Pakistan. In, Glenda Anthony, Barbro Grevholm. *Teachers of Mathematics: Recruitment and retention: Professional Development and Identity*. Sweden/Norway: SMDF: Swedish Society for Research in Mathematics Education, skriftserie nr. 8. pp. 51-57
15. Baber, Sikunder Ali. (2011). Does new liberalism promote cooperative work? A chapter of the book based on proceedings of conference of Rosa Sensat (Association of Teacher of Catalunya) as part of the Summer Course 2010. (This is part of my key-note speech at the Rosa Sensat on July 16, 2010 in Barcelona Spain) (Website: <http://www.rosasensat.org/festiu/38/>) (Published in Catalan language with complete reference: Baber, S. (2011) Permet el neoliberalisme el treball cooperatiu? In Rosa Sensat (Eds.) *Treball cooperatiu: utopia o realitat?* Barcelona: Rosa Sensat. Pp. 251-259.)
16. Baber, Sikunder Ali. (2011). Transition processes among the immigrant youth in a multicultural context of catalunya: a case study. Presented as part of the international seminar: Diversity and Tolerance in Europe: Policies in public institutions and private organizations (September 22, 2010 organized by the CIDOB and GRITIM at University of Pompeu Fabre, Barcelona SPAIN: website:) now it has been published as chapter in the book edited by Ricard Zapata-Barrero & Anne R. van Ewijk. *Spheres of diversity: From concept to diversity*. Barcelona: Barcelona Center for International Development (CIDOB), pp.87-105
17. Baber, Sikunder Ali. (2010) Pakistananske foraldere i København og uddannelsesstrategier- et kritisk blik udefra på praksisser i Danmark. In Barbara Day & Jette K. Steensen (Eds) *Kultur og etnicitet på arbejde: professionelt arbejde i det flerkulturelle samfund*. Aarhus: Via Systime, pp. 160-178 (website: <http://via.systime.dk/undervisning-og-laering/laererfagligt/kultur-og-etnicitet-pa-arbejde-professionelt-arbejde-i-det-flerkulturelle-samfund.html>) (This chapter is in **Danish**)
18. Baber, Sikunder Ali.; Sarwar, Z. & Safdar, Q. (2005a). Networks for learning: professional associations and the Continuing education of teachers. In Rettalick, J. & Farah, I. *Transforming schools in Pakistan*. Karachi: Oxford University Press pp.215-246
19. Baber, S. A. (2005c): Investigating the Interactions of Foregrounds and Backgrounds of Pakistani Danish Students in Denmark and Learning of Mathematics. Plenary lecture at the Conference of Norwegian Network of Mathematics Teachers, Oslo, Norway on August 7, 2005 is now published as a chapter in the book published by Department of Education, Learning and Philosophy at the Aalborg University. In Laursen, E.; Jakobsen, A.; Thøgersen, U. & Wiborg, M. (Eds.) *Tanker til tiden: Om studier af læring*. (Book published in Danish in 2006. pp. 181-201.)
20. Kumashiro, K. ; Baber, Sikunder Ali. ; Richradson, E. ; Ricker-Wilson, C. ; Wong, P. (2004a). Preparing teachers for anti-oppressive education: International movements. *Teaching Education*, 15(3), pp. 257-275.
21. Baber, Sikunder Ali. (2004b) led review team of 5 Textbooks of Primary Mathematics (From 1-5) of Sindh Government's body Sindh Text Book Board (STBB), Jamshoro Sindh Pakistan according to the New National Curriculum of Pakistan.
22. Baber, Sikunder Ali. (2004c) Translated from English to Sindhi the Class 1 Book of Primary Mathematics of Sindh Text Book Jamshoro Sindh Pakistan

23. Hudson, B.; Baber, Sikunder Ali. (2002) Geometry for all? *Mathematics Teaching 180* Derby UK: Association of Teachers of Mathematics, pp. 28-32

Conference Presentations

1. Baber, S.(2002). Role of Professional Association As a Disseminating Agency: A Case of Mathematics Association of Pakistan—A paper presented on School Improvement Project's Leaders Conference in Entebbe Uganda, East Africa November 8-10, 2002
2. Baber, S. (2003) *Mathematics education for critical citizenship*. presented at an International Conference entitled Lifelong Citizenship Learning, Participatory Democracy and Social Change at Transformative Learning Center (TLC) of OISE of University of Toronto, Canada from October 16-19, 2003 and it has been published as part of the conference proceedings and can be viewed online at the website of TLC (<http://www.oise.utoronto.ca/~tlcentre/conference2003/home.htm>) (Vol. 1 of the proceedings, pp.36-44)
3. Baber, S. (2004d) Networks of Learning: Professional Associations and the continuing Education of Teachers of Mathematics in Pakistan. Has been accepted for the presentation at the Conference of International Congress of Mathematics Education (ICME-10) in Copenhagen from July 4-11, 2004 (pp. 265-270 of the conference proceedings).
4. Baber, Sikunder Ali & Dahl, Bettina (2005b). 'Dealing with learning in practice: Tools for managing the complexity of teaching and learning'. *Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics Education (PME29)*, Australia, July 2005. <http://staff.edfac.unimelb.edu.au/~chick/PME29/>. (Volume 2 of the proceedings with pp. 2-97-2-104)
5. Presented a workshop on Creative Imagination and Mathematics at LAMIS Conference in Oslo Norway on August 8, 2005.
6. Presented paper entitled Investigation into the foregrounds of Pakistani Immigrants in Denmark: what can we learn from this approach for diversity? At the Academy of Migration Studies in Denmark (AMID) on May 9, 2006 at Aalborg University Denmark.
7. Presented paper entitled: Towards education as freedom: Do reforms in South Asia promote this? In the International Conference on Status of Educational Reform in Developing Countries (Emphasis on South Asia) organized Aga Khan University Institute for Educational Development (AKU-IED) from April 8-10, 2008.
8. Baber, S. (2010). Looking at mathematics from critical sociology perspective. Presented at the sixth conference of Mathematics Education and Society Conference in Berlin, Germany (http://www.ewi-psy.fu-berlin.de/en/v/mes6/project_presentations/index.html) from March 21-27, 2010 and paper is published as part of the proceedings of the conference of Volume 1 with pp.107-110).
9. Hofmann, A.; Ali, S. & Gustavsen, T., Hals, S. (2017) Understanding and developing practices of reasoning in mathematics among pre-service and in-service mathematics teachers. To be presented at Nordic Research in Mathematics Education (NoRME 2017) at Stockholm University Sweden (May 30-June 2, 2017)
10. Ali (Baber), S. (2017) Exploring learning of Mathematics among immigrant youths in Vestfold Norway. To be presented at European Association of Research in Learning and Instruction (EARLI 2017) Tampere Finland (28 August- September 2).
11. Ali,(Baber), S,, Gustavsen, T., Hals, S. & Hofmann, A. (2018) Challenges of Mathematics Teachers with Proof: Oscillating between different expectations. Short Oral Communication at PME 42, Umeå Sweden (July 03-July 8, 2018)
12. Ali, Sikunder. (2022) [How do moral orders exhibit within mathematics education? Implications for ethics in mathematics](#). *State University in New York (SUNY) at Buffalo (UiB)* . Graduate School of Education, University at Buffalo, SUNY; Buffalo. 2022-07-24 - 2022-07-27

Invited lectures/Key-note speeches

1. Ali, Sikunder. (2023) [Invited Discussant to invited symposium: Social sustainability efforts and learning experiences in diverse and multicultural practices](#) . *European Association for Research Learning and Instruction* 20th Biennial EARLI Conference on Education as a Hope in Uncertain Times , Thessaloniki 2023-08-22 - 2023-08-26
2. Ali, Sikunder. (2023) Crises, Peace and Future (Welcome keynote speech). *T.H. Shevchenko, National University Chernihiv, Ukraine* Strategy and practice of organizing the education process in conditions of uncertainty: new challenges and prospects of implementation , Chernihiv 2023-05-30 - 2023-05-30
3. Ali, Sikunder. (2023) [Challenges and possibilities for creating inclusive learning opportunities for pre-service mathematics teacher students under COVID 19: An example from NTNU \(Norway\)](#). *Sukker IBA University Pakistan, NTNU, Linnaeus Univ (Sweden)* Recasting Best Practices of European Universities during Pandemic for Improving Online Education in Pakistan HEIs (RAPID-Erasmus + European funded project) (Project No: 101083220 — RAPID) , Online 2023-09-05 - 2023-09-07
4. Ali, Sikunder. (2022) [Mathematics and ethical citizenship: Analyzing moral orders embedded in ethics and mathematics education](#). *British Applied Mathematics Colloquium (BMAC) 2022* . Loughborough University; Loughborough. 2022-04-11 - 2022-04-13.
5. Ali, Sikunder. (2022)(Keynote address) [Education As A Public Good](#). *Lifelong Learning Platform (LLLP) Week 2022* . Lifelong Learning Platform (LLLP) Brussels Belgium; Brussels. 2022-11-28 - 2022-12-02.
6. Ali, Sikunder. (2022) [Immigrant youths' sense of belonging and their future aspirations: implications for diversity](#). *EARLI SIG 10, 21 and 25 International Conference* . European Association of Learning and Instruction (EARLI); Belgrade. 2022-09-07 - 2022-09-09.
7. Baber, S. (2010) Critical citizenship and pedagogy under changing conditions of modernities delivered as a key note speech in the international conference organized by ConCrit(A international group concerns with developing constructive criticism on the negative effects of neo-liberalism on social domains like education) in Barcelona (Website: <http://www.concrit.org/ConCrit/PROGRAM.html>)
8. Baber, S. (2010) Does neo-liberalism promote cooperative work? A key note speech at Rosa Sensat (Association of Teachers in Catalunya) delivered by July 16, 2010 at University of Barcelona Spain (Website: <http://www.rosasensat.org/festiu/38/>) (Published as a chapter of the book)
9. Baber, S & Núria, G. (2010) Conceptualising personal and socio-cultural processes of immigrant students' mathematics learning trajectories: a case study of a successful Pakistani girl. To be presented in the International Congress of SIG10 and SIG21 around theme of Moving Cultures across learning and teaching (September 2-3, 2010 in Utrecht, Holland, website: <http://sig10and21meeting.risbo.org/index.php?mnu=1>)
10. Isabel, A.; Baber, S.; Coelho, V.; Catarina, G. & Leal, T. (2012) *The case of Leonor: Reflexivity analysis on tensions and forces around the case*. This poster has been presented at the 1st International Conference on Early Childhood International Conference at University of Minho Braga Portugal held on September 13-14, 2012.
11. Ali (Baber), S. (2015) Critical Mathematical Competence for Active Citizenship in Modern world. In *Proceedings of Mathematics and Education Society Conference Portland, USA* (Volume 2: pp-243-254) (<http://mescommunity.info/MES8ProceedingsVol2.pdf>)
12. Ali (Baber), S. (2015) Exploring potentiality of rich task designing processes for meaningful learning of mathematics among student teachers. A workshop to be presented at Matematikksenteret Norway (November 24-25) (<http://www.matematikksenteret.no/content/4847/Sikunder-Ali>)

13. Ali(Baber), S. (2016) Doing interdisciplinary work in mathematics education: potentialities and challenges. 13th International Congress on Mathematics Education Hamburg Germany (from July 24- 31, 2016).
14. Research Seminar on Citizens taking critical stance on mathematically formatted structures as part of thick democracy. As part of Mathematics Education Research Group at University College Southeastern Norway(May 3,2017) (<http://www.hbv.no/om-hbv/organisering/fakulteter/humaniora-og-utdanningsvitenskap/matematikkdidaktikk/>)
15. Ali (Baber), S. (2017) Citizens taking critical stance on mathematically formatted structures as part of thick democracy. Nordic Research in Mathematics Education (NoRME 2017) at Stockholm University Sweden (May 30-June 2, 2017)
16. Hofmann, A.; Ali, S. & Gustaven, T. (2016) Understanding and developing practices of reasoning in mathematics among pre-service and in-service mathematics teachers. Poster presented at Topic Study Group 18 (Reasoning and Proof in Mathematics Education) at 13th International Congress on Mathematics Education (ICME) Hamburg Germany (from July 24- 31, 2016)
17. Research seminar on Idea: Mathematics Education for Critical Citizenship under the seminar series "citizenship, human rights, and diversity in education" to be presented at University College Buskerud and Vestfold Norway on November 4, 2015 (<http://www.hbv.no/forsiden/aktuelt/aktiviteter/citizenship-seminars/>)
18. Research Seminar on How can we characterize expert performance and how can we promote expertise in mathematics education? As part of Research Seminar Group at University College Buskerud and Vestfold Norway(October 7, 2015) (<http://www.hbv.no/om-hbv/organisering/fakulteter/humaniora-og-utdanningsvitenskap/matematikkdidaktikk/>)
19. Invited Lecture for colleagues of Institute of Mathematics and Science on *Idea of Understanding Research Based Teaching* at Blefjell Norway (September 24, 2014)
20. Topic: *Towards Improving the Quality of Teaching and Learning Processes in an Educational Setting* to faculty of Sukkur IBA in Sukkur Sindh Pakistan, August 27, 2013
21. Topics: *Towards Learning Fractions Meaningfully* to faculty of Mathematics Section of Bergen University College in Bergen City, Norway June 10, 2013
22. Topic: *Proportional Reasoning* to faculty of Department of Mathematics Karlstad University at Karlstad City Sweden, June 11, 2012
23. Topic: *The Role of Representations in Mathematics and in Learning of Mathematics* to faculty of Department of Mathematics, Physics and Computer Sciences at Linnneuniversity Vaxjo at Vaxjo City, Sweden, February 16, 2011
24. Topic: *Learning from Socio-Cultural Perspective: A Case of Learning of Pakistani Immigrant Students in Barcelonian Educational Context* to faculty and students of the Aga Khan University Institute for Educational Development (AKU-IED) in Karachi City, May 17, 2011
25. Topic: *Inter-disciplinary Approach for Developing Critical Citizenship: A Case of Connecting Mathematics with Critical Citizenship* to faculty and students of the Aga Khan University Institute for Educational Development (AKU-IED) in Karachi City, June 10, 2011
26. Topic: *Transitions from Arithmetic to Algebra* to Master and PhD students at Department of Mathematics Education and Science Education, Universitat Autònoma de Barcelona (UAB), Bracelona Spain, November 11, 2010
27. Topic: *Didactics of Algebra* to Master and PhD students at Department of Mathematics Education and Science Education, Universitat Autònoma de Barcelona (UAB), Bracelona Spain, November 18, 2010
28. Topic: *Learning Mathematics Meaningfully* to faculty Mathematics section University College Oslo, in Oslo City Norway, August 30, 2010

Conference Participations

1. Participation in 29th Conference of International Group on Psychology of Mathematics Education at University of Bergen Norway in July 2004.
2. Participation in the conference of European Society of Comparative Studies hosted by Danish Pedagogical University of Denmark from June 26-27th 2004.
3. Participated in 13th Nordic Conference on Immigration organized by Academy of Migration Studies in Denmark (AMID) at Aalborg University Denmark from November 18 - 20, 2004
4. Participated in the 49th International Conference of Comparative Education Society on "Beyond Dichotomies" hosted by the School of Education at the Stanford University USA from March 22-26th 2005.
5. Participated in the Conference on Constructing /the European Higher Education Area hosted by the University of Wisconsin Madison USA from April 7-9th, 2005.
6. Participated in 2 days Research Seminar on Connecting Europe and Middle East organized by the Anthropology Department of Copenhagen University from September 13-15, 2006
7. Active Participation in 2-day Conference at Stavanger University on Idea of Lesson Study (where lead experts on Lesson Study modelled on Japanese idea of Lesson Study were present) (September 15-16, 2014)

Names of referees to be provided if required.