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Katherine Safford-Ramus* (ksafford@spc.edu), Mathematics Department, 2641 Kennedy Boulevard, Jersey City, NJ 07306. *A Summary of Research about Perspectives on Knowledge with Implications for Undergraduate Mathematics Education.*

Research about perspectives on knowledge began more than fifty years ago with Perry's studies of Harvard undergraduates (Perry, 1970). In the intervening years, others have ventured beyond the white, male undergraduate subjects of Perry's work to explore the applicability of his findings to undergraduate women (Magolda, 1992 and 2001), cross-cultural women (Belenky, Clinchy, Goldberger, and Tarule, 1997), and men and women across class lines (Helsing, Drago-Severson, Kegan, Portnow, Popp, and Broderick, 2001; Kegan (1982 and 1994). The perspectives of teachers towards knowledge were examined by Pratt (Pratt, 1998).

There have, however, been no large-scale studies that explore the impact on and impasse that perspective poses for the undergraduate student of mathematics. Furthermore, there is little discussion of perspective in the literature on affective factors in mathematics education. This presentation proposes to summarize and fuse the findings of the major studies about perspectives on knowledge. The author will discuss the implications of the findings for undergraduate mathematics instructors. (Received September 15, 2008)