Igor Verner

Didactics Editor, Nexus Network Journal
Area of study: Mathematics in Architecture Education

Igor M. Verner is an Associate Professor at the Department of Education in Technology and Science, Technion – Israel Institute of Technology. He received the M.S. degree in Mathematics from the Urals State University (1975) and the Ph.D. in computer aided design systems in manufacturing from the Urals State Technical University (1981), Ekaterinburg, Russia. Dr. Verner is a certified teacher of mathematics and technology in Israel. His research interests include experiential and situated learning, cognitive and affective development, design projects and competitions, mathematics education for engineers and architects, and multicultural education. He has published about one hundred peer reviewed publications, guest edited three special issues and serves on board of two professional journals.

He supervised M.Sc. and Ph.D. studies of Sarah Maor, completed at the Technion in 2000 and 2005, in which architecture college courses "Calculus with applications" and "Mathematical Aspects of Architectural Design" were developed, implemented, and evaluated. Results of the studies were described in the papers published in the International Journal of Mathematics Education in Science and Technology, and in the NNJ. At present, together with Prof. Daoud Bshouty from the Technion Faculty of Mathematics he supervises a Ph.D. and a M.Sc. study on teaching geometry and design in the multicultural context.

Contact:

Assoc. Prof. Igor Verner
Department of Education in Technology and Science
Technion – Israel Institute of Technology
Haifa, 32000
ISRAEL
E-mail: ttrigor@tx.technion.ac.il

Selected Publications

1. I. Verner, and S. Maor (2001): *"Integrating Design Problems in Mathematics Curriculum: An Architecture College Case Study"*, International Journal of Mathematical Education in Science and Technology, 32(6), 817-828.
2. I. Verner, and S. Maor (2003): *"The Effect of Integrating Design Problems on Learning Mathematics in an Architecture College"*, NNJ, 5(2), 103-115.
3. I. Verner, and S. Maor (2005): *"Mathematical Aspects of Educating Architecture Designers: A College Study"*, IJMEST, 36(6), 655-671.
4. I. Verner, and S. Maor (2006): *"Mathematical Mode of Thought in Architectural Design Education: A Case Study"*, NNJ, 8(1), 93-106.
5. S. Maor, and I. Verner (2007): *"Mathematical Aspects in Architectural Design Course: The Concept, Design Assignments, and Follow-up"*, NNJ, 9(2), 363-375.
6. I. Verner, A. Aroshas, and A. Berman (2008): *"An Experiment on Integrating Application-Based Tutorials in the Multivariable Calculus Course"*, IJMEST, 1–16, iFirst.