

LISNET ELIABE MWADZAANGATI BIOS



Lisnet Mwadzaangati is an associate professor in Mathematics Education and the current head for the Department of Science, Mathematics and Technology Education at the University of Malawi. She has worked with the University of Malawi for 17 years. She holds a Doctorate degree in Mathematics Education from the University of Malawi (2018). Her research focused on exploring mathematical knowledge for teaching geometric proofs. She did her post-doctoral fellowship at the University of Witwatersrand in South Africa under the Wits Maths connect secondary project and with the University of Cambridge under the journal of the British Association of International and Comparative Education Compare fellowship (from 2020 to 2022). Her research focused on exploring Malawian teachers' learning on promoting geometric reasoning through lesson study. Most of her research has focused on knowledge for teaching mathematics, mathematics textbook analysis, mathematics teacher professional development through lesson study, and gender and mathematics education.

She has published in a wide range of high ranking journals including the Compare journal, Discover Education journal, Journal of mathematical Behaviour, African Journal of Research in Mathematics, Science and Technology Education, Pythagoras, ZDM–Mathematics Education journal, and International Journal for Lesson and Learning Studies. She has also shared her research at both national and international conferences including the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) conferences, the Psychology of mathematics education (PME) conferences, the Congress of the European Society for Research in Mathematics Education (CERME).

In 2023, she received an early career researcher award in South Africa at the 31st conference of the Southern African Association for Research in Mathematics, Science and Technology Education on the research publication titled “*Mathematics mediational means and learner centredness: Insights from ‘traditional’ Malawian Secondary School Geometry Lessons*”. In July 2024, she delivered an invited lecture at the Congress of the International Commission on Mathematical Instruction in Australia titled “*What do we learn with teachers about language responsive teaching as they start to do lesson study?*”

Before joining the University of Malawi, she worked as a trainer of trainers and subject administrator at Domasi College of Education under the Strengthening of Mathematics and Science in Secondary Education (SMSSSE), a ministry of education project funded by the Japanese government (JICA) aimed at improving the teaching of Science and mathematics in secondary schools. She continues to offer support to teachers through different projects including Equity with Quality and Learning at Secondary (EQUALS) Project, a government initiative supported by the World Bank aimed at improving science and mathematics education in Community Day Secondary Schools (CDSSs).