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## Simon Goodchild recollected

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## **Simon Goodchild recollected**

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**Abstract:** Kenneth Ruthven's recollections of Simon Goodchild

*Keyword:* Simon Goodchild

Simon's coauthorship with me began in a slightly unusual way. Early in 2006 I received a request to update a handbook chapter that I had published, 'Linking researching with teaching: towards synergy of scholarly and craft knowledge' (Ruthven, 2002). In response to the revised version which I submitted, one of the anonymous reviewers made some interesting suggestions about how the chapter might be expanded. I proposed to the editor that this person be invited to become coauthor, and, once they had agreed, this person proved to be Simon. At that time, following his arrival in 2004 at (what is now) the University of Agder (UiA), Simon and his colleagues were immersed in a project entitled 'Learning Communities in Mathematics' (Jaworski et al., 2007). Thus, working together over the internet in the short time available, the eventual chapter (Ruthven & Goodchild, 2008) benefitted from his insights into learning study and communities of inquiry. In early 2013, a fresh call came to update the chapter, but with a proviso that its length be halved! After some radical pruning we were able to release space to include the idea of a developmental research cycle that Simon had been elaborating in his further publications (notably Goodchild, 2014). To reflect these changes the chapter title became 'Knowledge creation through dialogic interaction between the practices of teaching and researching' (Ruthven & Goodchild, 2015).

Come 2017, on taking up a guest professorship at UiA, I found myself coordinating the doctoral course 'Research Methodology in Mathematics Education'. At that time it was taught face-to-face in three one-week blocks over the spring semester, with students from other universities (and myself from Cambridge) travelling to UiA for that purpose. However, in 2020, the Covid pandemic necessitated a rapid move online. As leader of the doctoral programme (and familiar with the practicalities of life at UiA), Simon was an invaluable adviser and helper throughout, inducting me into local ways of working as well as taking care of the more arcane bureaucratic processes.

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His established teaching contribution to the course was a strand on quantitative methods. Familiar with his earlier research, this surprised me at first, but I soon realised that it was just another facet of his collegiality, namely his willingness to fit his contributions to the collective need. Perhaps it was also stimulated by the major role that he had taken on in 2014 as founding leader of the Centre for Research, Innovation and Coordination of Mathematics Teaching (MatRIC) at UiA, a national Centre for Excellence in Higher Education. This had drawn him into supporting and participating in a very wide range of developmental research activities, many of which had strong quantitative components.

Simon was a measured thinker, able to see matters in the round. These were aspects of a larger selflessness on his part. He was modest in his demeanour, caring in everything that he did, always ready to listen and willing to help, ever reliable, and generous in his friendship. An exemplary colleague.

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