Information

ICTMA 9

International Conference on the Teaching of Mathematical Modelling and Applications

Lisboa (Portugal), July 30–August 3, 1999

First announcement
The conference will take place at the Faculty of Sciences of the University of Lisbon.

Theme
Modelling, applications and mathematics education

Sub-themes
– Research and development on modelling in the classroom
– Technology and modelling
– Mathematics education, modelling and change
– Algebra, functions, etc. and modelling
– Curriculum development and modelling
– Teacher education.

Scientific program
The conference is scheduled to begin early evening of July 30 with a plenary address, followed by a reception. In the next four days there will take place: four plenary addresses (one each day), one panel, workshops, paper presentations, and posters.

Organizing committee
João Filipe Matos (Chair), Paulo Abrantes, Isabel Amorim, Susana Carreira, Madalena Santos, Leonor Cunha Leal, Elsa Fernandes, Alexandra Pinheiro, António Bernardes, Teresa Colaço, Fernanda Peres.

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GIRP XXVII

27. Meeting of the "Groupe International de Recherche en Pédagogie de la Mathématique"

Belluno (Italy), August 3–8, 1998

The conference is organized by GIRP (Groupe International de Recherche en Pédagogie de la Mathématique) in collaboration with the local group of Belluno of MCE (Movimento Cooperazione Educativa).

Title of the conference
Geometry everywhere.

Preliminary program
There will be papers by: G. Arrigo; C. Beretta (Esperienze di geometria nella scuola dell'obbligo); M. Boffa (Le difficoltà di apprendimento in geometria); C. Caredda (La geometria nella scuola primaria); N. Cucé (Probabilità geometrica: un'esperienza nella scuola media); K. De Bruyn, Belgium; E. Martin, USA (Geometria e computer); J. C. Matthys, Belgium; G. Papy, Belgium; F. Papy, Belgium; G. Navarra and P. Cibien (La geometria con il pop-up); P. Vighi (La geometria nell'arte); Gruppo di lavoro di Belluno coordinato da Giancarla Navarra (Mostra sulla geometria dinamica con il pop-up dalla scuola dell'infanzia alla scuola media).

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MEAS 1
Mathematics Education and Society

Nottingham (Great Britain), September 6-11, 1998

This is an international conference by CSME (Centre for the Study of Mathematics Education, Nottingham University).

Conference aims
Recently education has become more overtly politicised throughout the world. In many cases this has been part of a conservative restoration systematically turning back reforms gained over decades; in other cases a form of new colonialism with developing democracies turning to Western academies for answers to complex educational problems.

Mathematics education can be seen as key in this politics of education. A politics which in many cases is leading to increasing social discrimination and injustice. Mathematics qualifications remain an accepted gatekeeper to employment, and thus managing success in mathematics becomes a way of managing the employment market. Mathematics education also contributes to the regeneration of an inequitable society through undemocratic and exclusive pedagogical practices which portray mathematics and mathematics education as absolute, authoritarian disciplines.

There is a need for wider discussion of the social and political dimensions of mathematics education, for the dissemination of theoretical frameworks, the discussion of methodological issues, the sharing of research, planning for future practical action, and the development of a strong research network.

The conference aims to bring together mathematics educators from around the world to provide such a forum as well as to offer a platform on which to build future collaborative activity.

It is expected that topics discussed will be wide-ranging. Also it is expected that all issues will have clear and underpinning social themes. The papers and other contributions will be grouped under four headings:
– Social justice and mathematics education
– The politics of mathematics education
– The sociology of mathematics and mathematics education
– Social and cultural aspects of learning mathematics.

Provisional plenary programme

Paulo Freire memorial lecture
Ubiratan D'Ambrosio: Literacy, materacy and technocracy, the new trivium for the era of technology.

Plenary lectures
Jill Adler (South Africa): Distribution of Resources = Equity?
Alan Bishop (Australia): Cultural conflicts and social change: conceptualising the possibilities and the limi-

tations of mathematics education
Leone Burton (Great Britain): Thinking about mathematical thinking – heterogeneity and its social justice implications
Stephen Lerman (Great Britain); Anna Tsatsaroni (Greece): Why children fail and what mathematics education studies can do about it. The contribution/role of sociology
Sal Restivo (USA): Mathematics, mind, and society: an anarchist theory of inquiry and education
Ole Skovsmose (Denmark): Aporism, and the problem of democracy in mathematics education
Marilyn Frankenstein (USA): The Critical Mathematics Educators Group (CMEG): Attempting to connect anti-capitalist work with mathematics education
Paul Dowling (Great Britain): Why "The sociology of mathematics education"?

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/conf.html

5. ACDCA Conference

Castle of Hagenberg (Austria), August 23-25, 1999

This is a conference organized by ACDCA (Austrian Center for Didactics of Computer Algebra) and RISC (Research Institute for Symbolic Computation (Austria)).

Scope
This conference is a forum for papers on computer-supported mathematical education and emphasizes research and experimental work that tries to integrate the didactic, mathematical, and software technological aspect of the subject.

The aim of the conference
is twofold: (1) The enormous possibilities of the new computer-based media on the improvement and innovation of teaching and learning mathematics should be promoted. (2) The enormous expertise of teachers and students about the math teaching and learning process should be fully integrated into the development of new computer-based media.

Typical topics
– Report about successful classroom experiments using mathematical software systems
– The impact of math system design on mathematical

thinking and problem solving
– New ways of math teaching and learning on the basis
  of the new media
– The use of network software for organizing new forms
  of math teaching and studying
– Interactive and individualized generation of math learn-
  ing material by the student
– New algorithmic mathematics particularly suitable for
  computer-based learning
– Improvements in the design of math software systems
  based on didactical experience
– New software tools for facilitating the development of
  math teaching material
– New software tools for interaction of math teachers and
  students via Internet
– New software for computer-supported math tutoring
  and evaluation
– Examples of successful, new computer-based math
  texts, lectures, training units etc.
– All these subjects are considered for both secondary
  and the university level.

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Hinweise auf relevante Werke oder Angebote von Rezensionen an die Redaktion des ZDM sind willkommen!

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