Faces of ICME-12

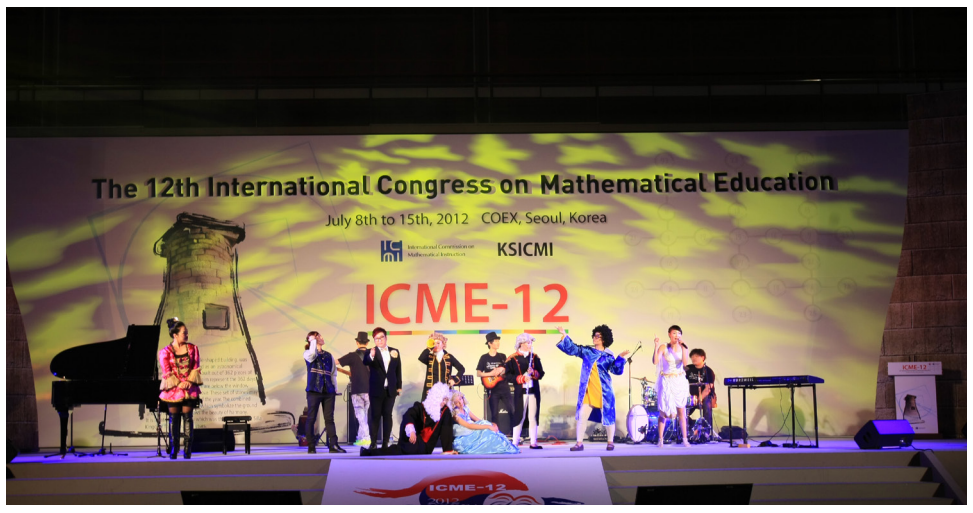
Poster Presentations

More than 450 posters were exhibited throughout the Grand Hall on the first floor. Posters covering a wide range of topics in mathematics education research or practices were put on display, with colleagues and educators of mathematics visiting each, to learn and discuss with the various presenters. Some were even in Korean, Chinese, and Japanese!

Regina Moeller, of the University of Erfurt, took a short breather from touring the presentations. "I think the poster presentations are wonderful, and I am just astonished by the variety of questions presented in each," she said. "It is like a market of ideas in here, but there are just so many that I need a rest in between!"

How Happy was the Hour? ☺

At the end of each day throughout the Congress, participants were able to relax and enjoy themselves at Happy Hour, where they could indulge themselves in free snacks and beverages provided by the the Korea Institute for Advanced Study (KIAS), Lotte Foundation, Chunjae Education, Sungji Publication, and Cho Sung Je, the Chair of the International Programme Committee (LOC). They were able to meet and greet one another during different performances held each day, such as orchestra performances.



Behind the Scenes…

Have you noticed the surplus of young students all around the Congress, standing out in their bright green shirts? Or have you, by perchance, stepped into the secretariat office to see staff members and officials locked on and busy at work? With the ICME-12 coming to an end, take a sneak peek behind the scenes of the staffs and event organizers, who shared some fun and intriguing episodes throughout the week.

Seo Myeong Joe at the Mathematical Carnival Registration Desk recalled on a couple amusing incidents he had. "Someone had left their wallet at the carnival and had already left Seoul, so I had to personally send it all the way to Incheon by home delivery service!" he said. "There was also one time when I had to go to the airport to retrieve six boxes of USBs, meant for one of the carnival booths, because they had been blocked at the Customs office; it was a hassle."

The work done in the 'Authorized Personnel Only' section in Hall E7 has not always gone quite as smoothly as well. Lew Hee Chan, a co-chair of the Local Organizing Committee, recalled how hectic it sometimes was to look for presiders for speakers of various presentations throughout the week. The people who had promised to take the position often cancelled at the last minute, so he would have to frantically run up and down the hallways to find suitable people up for the task!

Several workers at the carnival booths reflected on various notable occurences themselves! Staff members of the "Making Math T-shirt" booth, Park So Young and Lee Soo Min, exclaimed, "there was this one Canadian who asked for the biggest t-shirt available to paint on however desired; the person was quite creative, imagining up original designs for the shirt." So Young also added that a lot of foreigners wanted to design their own t-shirt with just their names in Korean, that she had to create their Korean names for them herself, on the spot. "It was a bit of a burden, but it was fun," she said. Soo Min further went on, pointing to her green shirt, "a Brazilian man signed the side of my shirt out of gratitude for our work here, that I was quite moved!"

Han Mi Hwa, in charge of the Korean traditional games section, was especially touched when people expressed their warm thanks for her participation, by giving her souvenirs from their own countries. For instance, when she went around other booths wearing Hanbok, the cyan-colored Korean traditional clothing she was required to wear at their booth, the participants from the U.S. booth called her over to give her presents. "I enjoyed having the chance to interact with people from diverse countries," Han added.

Your FAVORITE Part of ICME-12?

It was great to meet people from all over the world, and to talk about math with them. It is interesting because we all have the same problems and the same interests.
-Danae Romrell
Brigham Young University – Idaho, United States

The Mathematical Carnival was definitely the best part for me; many of the booths offered very interesting ideas, and I thought the Korean school books they exhibited in there were intriguing.
-Edita Partova
J. Seyle University, Slovakia Republic

Meeting young women interested in studying math was very interesting; my country tries very hard to encourage women to get into mathematics, so it was good to meet so many of them interested in math here.
-Saliou Toure
International University of Grand Bassam, Cote d'Ivoire

I really enjoyed the plenary lectures, given by some great speakers—they were very artistically presented. I especially liked Etienne Ghys' "The Butterfly Effect."
-Shailesh Shivali
Rishi Valley School, India

My favorite part was the National Presentation on Korea's education system; it was rather interesting. It was quite long for it to last three hours, but I got great insight from the presentation on what is being done by researchers in Korea.
-Nils Buchholtz
University of Hamburg, Germany

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International Commission on Mathematical Instruction

Sunday, July 15, 2012

ICME-12 Daily Newsletter

The 12th International Congress on Mathematical Education

Today's Highlight

· Plenary Lecture: Quality Teaching of Mathematical Modeling – What Do We Know, What Can We Do? (Werner Blum, Germany) , 09:00 ~ 10:00, Hall D2
· Closing ceremony: 12:00~13:30, Hall D2

Announcements

· The 7th MCG International Conference, July 15-18, 2012/ Korea Science Academy of KAIST
· PME36: Conference of the International Group for the Psychology of Mathematics Education, July 18-22, 2012/ Taipei, TAIWAN
· HPM2012: The International Study Group in the relations between the HISTORY and PEDAGOGY of MATHEMATICS, July 16-20, 2012/ Daejeon Convention Center, Daejeon, Korea

Welcome to ICME-13

Prof. Dr. Gabriele Kaiser
Chair of ICME-13

The Society of Didactics of Mathematics (Gesellschaft für Didaktik der Mathematik - GDM) has the pleasure of hosting ICME-13 in 2016 in Germany. The congress - to be held under the auspices of the International Commission on Mathematical Instruction (ICMI) - will take place at the University of Hamburg from Sunday, 24th July to Sunday, 31st July 2016.
Hamburg is a bustling cosmopolitan port in the north of Germany, and with 1.8 million inhabitants its second largest city. As a fascinating city by the waterfront it offers a perfect environment for a challenging congress.

We invite participants from all over the world to come to Hamburg and make ICME-13 a rich experience for all. The Society of Didactics of Mathematics represents the German speaking community of didactics of mathematics, bringing together mathematics education groups from Germany, Austria and Switzerland.

ICME-3 took place in Germany in 1976 in Karlsruhe, and we are proud to welcome mathematics educators from all over the world back to Germany. The congress attendees will experience the very special characteristics of the German tradition in didactics of mathematics dating back to Felix Klein, the first President of ICMI. They will participate in the continuation of this tradition in research on argumentation and proof, teaching and learning of applications and modelling, promotion of teacher education, substantial learning environments and further topics. In addition, the German discussion in mathematics education has close connections to European traditions centred on a common understanding of didactics of mathematics, whose special features will be apparent at the congress.

Prof. Dr. Hans-Georg Weigand
President of the Society
of Didactics of Mathematics

The congress will take place at the University of Hamburg with its rich variety of buildings and at the Congress Center Hamburg, a world-class convention centre opposite the university. The congress venue is well connected to the city and its environs via public transport.

Hamburg can be easily reached by air via a technically advanced airport or with high speed trains directly at the congress venue.

Further information: www.icme13.org

Mathematics Education All Around the World

Finland

Curriculum Revision

In Finland, there is a national core curriculum. Local municipalities and schools must make more specific curriculum documents. These local specifications may emphasize, for example, characteristics of the local nature, history and society or respond to local societal needs. The present core curriculum for comprehensive education was established in 2004 and the process of revising it is ongoing at the moment.

Differentiated class

Learning mostly takes place in heterogeneous classes, and students with learning difficulties are integrated into normal classes. In general, 3 to 5 units per week are allocated for mathematics in the 8th grade (out of 30 units per week). A significantly large minority of schools uses differentiated grouping in mathematics for grades 8 and 9. In upper secondary school there are two mathematics syllabi, general and advanced. The grouping is based on teacher recommendations, but negotiated with parents.

Gifted education

Equity has been the keyword for Finnish educational policy and there has been little interest for providing special programs for the gifted. There are some schools or classes that provide extended programs in mathematics or science. Roughly approximating, one out of ten schools has them. However, their mathematics curriculum is not very different from average schools. They may provide, for example, one or two additional hours per week for these subjects.

Evaluation

Characteristic for Finnish education is that there are no 'high stakes' tests until the matriculation examination. Student competences are evaluated by their teachers and contrasted to the criteria of the curriculum. Teacher evaluation is typically based on student performance in class and teacher-made tests. However, it is rather common practice for mathematics teachers in their schools to have shared tests across the classes of the same grade, thus making the assessment more easily comparable. During the first years of elementary school, the evaluation report includes verbal descriptions of student competencies and the teacher also meets the parents in person to discuss student advancement.

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