

NEWSLETTER / BULLETIN

December 2006

23 (1)

Décembre 2006

**The NEWSLETTER is a publication of the
Canadian Mathematics Education Study Group**

CMESG is a group of mathematicians and mathematics educators who meet annually to discuss mathematics education issues at all levels of learning. The aims of the Study Group are:

- 1) to study the theories and practices of the teaching of mathematics
- 2) to promote research in mathematics education
- 3) to exchange ideas and information about all aspects of mathematics education in Canada
- 4) to disseminate the results of its work.

**Ce BULLETIN est une publication du Groupe
canadien d'étude en didactique des mathématiques**

Le GCEDM est composé de personnes oeuvrant en mathématiques et en didactique des mathématiques et qui se réunissent une fois par année pour étudier diverses questions relatives à l'enseignement des mathématiques à tous les niveaux. Les buts du Groupe sont les suivants:

- 1) susciter une réflexion critique sur la théorie et la pratique de l'enseignement des mathématiques
- 2) encourager la recherche en didactique des mathématiques
- 3) faciliter l'échange d'idées et d'information sur tous les aspects de l'éducation mathématique au Canada
- 4) faire connaître les résultats de ses travaux.

IN THIS ISSUE / DANS CE NUMÉRO

(in order of appearance / en ordre d'apparition)

- President's message du président 2
- Members' activities / Activités des membres 3
 - First Joint Meeting of the Canadian and Mexican Mathematical Societies (Florence Glanfield) 3
 - Response to an Opinion Piece in the Globe and Mail (Peter Liljedahl) 4
 - A Reflection (Laurinda Brown) 5
 - Nathalie Sinclair Update (Bill Higginson) 5
 - Song Lyrics from the CMESG Celebration 2006 (France Caron) 6
- News from the Executive / des Nouvelles de l'Exécutif 8
- CMESG Editors / Les Éditeurs du GCEDM 10
- CMESG Executive / L'Exécutif du GCEDM 10

PRESIDENT'S MESSAGE DU PRÉSIDENT

Frédéric Gourdeau

Une brève introduction

Un autre bulletin, au beau milieu d'un automne trop occupé... Je ne sais pas si c'est le cas pour vous, mais de mon côté, j'ai presque hâte au mois de juin prochain! Il faut dire que j'ai de magnifiques souvenirs de notre rencontre à Calgary. Une rencontre exceptionnelle, avec un nombre record de participants, dont beaucoup en étaient à leur première. Les célébrations de notre 30^e anniversaire (selon certains, c'était bien le 30^e!) se sont déroulées dans une atmosphère particulièrement chaleureuse. Que de beaux souvenirs. Je me suis senti expérimenté par moment, une sensation nouvelle pour moi, et je me suis surtout senti très heureux de voir la relève au rendez-vous.

Olive Chapman, Jo Towers et toute l'équipe de Calgary ont relevé le défi, même avec un nombre de participants bien plus élevé que prévu. Olive a su coordonner à merveille la journée pré-conférence pour les enseignants ainsi que les activités planifiées par Peter Taylor conjointement avec la Société mathématique du Canada. Chapeau.

Fredericton, 8 au 12 juin 2006

La planification de la rencontre de Fredericton, du 8 au 12 juin, se déroule bien. Rafael Nunez et Christine Stevens seront nos conférenciers pléniérs, alors que quatre groupes de travail sont prévus. Les thèmes, qui seront définis plus précisément par les responsables des groupes de travail, sont basés sur les idées suivantes : promotion/vulgarisation des maths, évaluation/interaction/rétroaction dans la classe de mathématiques, le design de situations d'apprentissage et géométrie/vision 3D/technologie. L'information sera sur le site du GCEDM/CMESG lorsqu'elle sera disponible.

A short intro

Another newsletter, in the midst of grading, lecturing, and taking part in too many things. I don't know if you're like me, but I'm almost eager to be in June! I have to say that this is partly due to the great meeting we had in Calgary. So many new people, in fact, so many people, with a great atmosphere, a superb celebration of our 30th anniversary (it was the 30th according to some ways of counting!), and many fond memories. I felt experienced at times, a new feeling for me, but mostly I felt so happy to see so many new people in the group.

Olive Chapman, Jo Towers and their team in Calgary succeeded in hosting us, even if the numbers far exceeded the predictions. Olive coordinated the activities with the pre-conference workshop and the joint session with the Canadian MS, organised by Peter Taylor, in such a way that participation was increased at all activities. Wonderful.

Fredericton, June 8 to 12 2006

Planning for our meeting in Fredericton is well underway. Rafael Nunez and Christine Stevens will be our plenary speakers, and four working groups are being organized. The themes, which will be defined with greater clarity by the working group leaders, are along the following ideas: outreach activities, feedback and interaction in the mathematics classroom (including assessment), designing learning situations, and geometry/spatiality/using technology. Coherent description by group leaders (far better than my half coherent rendering above) will be on our website as they become available.

MEMBERS' ACTIVITIES / ACTIVITES DES MEMBRES

FIRST JOINT MEETING OF THE CANADIAN AND MEXICAN MATHEMATICAL SOCIETIES

September 21 - 23, 2006

Guanajuato, Mexico

submitted by Florence Glanfield

In the third week of September six members of the Canadian mathematics education community, Fernando Hitt, Bernard Hodgson, Carolyn Kieran, Luis Radford, Tom Steinke, and myself spoke about Canadian perspectives in mathematics education at the first joint meeting of the Canadian and Mexican Mathematical Societies. The mathematics education strand, organized by Carolyn Kieran (UQAM) and Marcela Santillan (Universidad Pedagógica Nacional, Mexico), featured discussions around 3 different themes, the education of mathematics teachers, the use of technology in teaching and learning mathematics, and the learning of mathematics. The opportunity to hear about activities in mathematics education in Mexico was enlightening. I once heard a cross-cultural researcher say that when we engage in conversations cross-culturally, or across countries, we have the opportunity to 'make the familiar strange!'

This 'first joint meeting' came to be as a result of relationships in the mathematician community, specifically between colleagues in BC and Mexico. The Banff International Research Station in the Mathematical Sciences, for example, is not only supported by several governments in Canada, but also the Mexican government. From these relationships, this joint meeting was planned – hence there were several mathematics topics explored at this conference in addition to the mathematics education conversations. Planning for the second joint meeting has already started. The second joint meeting will likely be held in Vancouver in the fall of 2008.

What a fabulous setting for a conference! The city of Guanajuato was settled by the Spanish in the 1500s for the silver. There are many remnants of the silver mines in this city that is a "hilly place good for frogs" (English translation for the indigenous name Guanajuato). On one of the hills, next to the remnants of an old silver mine, is the Centro de Investigación en Matemáticas (CIMAT), a research centre for the mathematical sciences. CIMAT is the work place for researchers in pure and applied mathematics, statistics, and computer science. The building was built following the 'lines' of the hill with a lot of staircases and 'pods' of meeting rooms. Patios dart throughout the building – so during the breaks we were able to continue our conversations outside overlooking the city and the surrounding mountains.

CIMAT and the Mexican Mathematical Society were gracious hosts for this meeting and we look forward to welcoming our Mexican colleagues to Canada in 2008. Specifically I also wish to thank Carolyn and Marcela for the organization of the mathematics education strand; it was an opportunity for the sharing of perspectives and also for making connections with individuals who are interested in similar areas in mathematics education.

RESPONSE TO AN OPINION PIECE IN THE GLOBE AND MAIL
submitted by Peter Liljedahl to the Globe and Mail and to this newsletter

Basic facts needed for debate about the basics

It's easy to rattle people's cages about mathematics when it's presented as part of a war in which our children are tragically failing. But the glaring inaccuracies from Margaret Wenté's column "*What's the newest thing in math? Old math*" on Tuesday, September 26, 2006 is doing less to inform readers about the real issue and more to evoke anxieties people may have about mathematics – that they can't do it and neither can their children. In order to have a more balanced and informed discussion, readers should consider the following clarifications of points made by Wenté:

Canadian kids do somewhat better than American ones, but worse than those in Asia.

Take a look at the 2003 PISA mathematical literacy results. It is the standard by which international assessments are made. The top scoring country was Hong Kong. The confidence intervals show that there is no significant difference between how students in Hong Kong scored versus students in Quebec, British Columbia, and Alberta. As a country, Canada did score slightly lower than Hong Kong (and Finland) but drastically higher than the US. Ironically, the interpretation of such results requires more than the 'basic' understanding of mathematics that Wenté is advocating for. Singapore, which was regarded in the article as a country with high-performing mathematics students did not participate in the assessment.

Parents sometimes complain that their kids spend more time writing about math than doing it. Meantime, quick recall has been abandoned in favour of calculators.

Of course there are those who are concerned about a new way of learning mathematics – it looks so different from what we learned as children. I speak with parents all the time about this issue. When asked about their mathematics experiences they tell me woeful tales of anxiety, and torment – "I didn't enjoy it", "I wasn't good at it", "I was always afraid". Then why is there such a drive to ensure our children have similar experiences? The article perpetuates a false dichotomy that can only confuse the matter by saying that "fuzzy math" is about not learning the basics and that "back to basics" is the basics. These are two different things. Traditional math was all about outcomes, knowing things. The reform movement focuses on processes in order to improve the chances that students are going to learn the mathematics – to make it accessible and achievable for all students. Writing is one of these processes. If students can articulate their understanding then we are sure that they are understanding.

Faculties of education are among the biggest obstacles to change. They are devoted to constructive math, which ties into the current, very hot idea that kids have many different learning styles.

Assuming that the columnist isn't trying to galvanize faculties of education against departments of mathematics in this country, the fact is that math education does not live in faculties of education alone. Mathematics education and the pursuits of learning are practiced within both departments of mathematics, and faculties of education, and the tensions that Wenté is trying to draw between mathematicians and educators are tensions that exist between individuals, not fields or professions. Some mathematicians are unhappy with what students lack when they get to university to do further mathematics. But this raises the question "is preparation for university-level math the only reason to teach math in elementary and high schools?" Are there not other goals that need to be achieved that do not involve Calculus? I'm thinking in particular of efforts to produce students that are: numerate, able to understand mathematics, able to apply mathematics in their daily life, AND not afraid of mathematics.

So, are the math wars over?

The "math wars" is a US phenomenon – which is largely taking place in some of California's 1000 school districts. Contrary to what Wenté would have us believe, the "war" is not about whether or not they should get rid of "fuzzy math", it is about whether or not they should introduce it. This is the opposite of the "war" that Wenté is advocating for in Canada. Her position is that we should be fighting to reverse the reforms that have been made in Canada over the last decades. This is something that should be seriously considered. As long as Canada is so dramatically outperforming the US, while at the same time keeping pace with the leading nations, we should perhaps be looking at what it is that we are doing right.

A REFLECTION

submitted by Laurinda Brown

It's about 1975 and I have been teaching for a couple of years. Attending the Easter Conference of the Association of Teachers of Mathematics hasn't yet become a habit but the closing lecture of this one has a big influence on that pattern in my life. David Wheeler gave that talk, on humanising mathematics education, and not only set up my habit of conference-going but gave me inspiration for a lifetime of learning about students learning mathematics. I paraphrase:

I do not expect, nor do I want every child to be a mathematician but I do want every child, at least once in their life to experience what it is to do mathematics [to *mathematise*, he would say later] so that they know what it is that they are turning away from.

As he spoke, even though the spring blossom was out on the trees a light snow began to fall. The whole experience was magic.

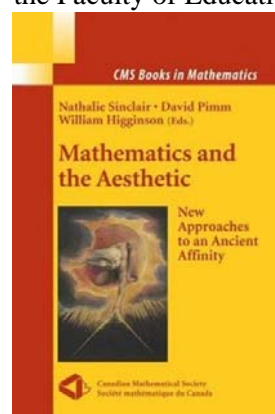
At CMESG last June I was struck by the stories about David from various members of the Canadian group and the obvious love and respect with which he is held. David took the structure of the ATM Easter Conference (of which working groups were a strong feature in those days) with him from his setting up, alongside Caleb Gattegno, of one of the mathematics teacher organisations in the UK. I can remember feeling sad when he left, initially for the USA, that his presence would be lost to the ATM. What it has meant, though, is that now ATM Easter Course does not have working groups. However, I feel very much at home at CMESG. :)

If any readers of this have ever idly wondered why I would want to spend so much of my time editing *flm*, I have followed in David Wheeler's footsteps before, editing the journal of the ATM, *Mathematics Teaching*. I've got all the *flms* from Volume 1, it's been my favourite journal and, when the vacancy arose, it simply seemed natural to apply.

NATHALIE SINCLAIR UPDATE

submitted by Bill Higginson

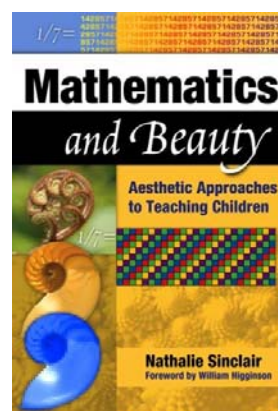
A number of Nathalie Sinclair's colleagues and friends have been most pleased by recent developments on the Sinclair front. As of January 2007 Nathalie will have left the Mathematics Department at Michigan State and joined the mathematics education group in the Faculty of Education at Simon Fraser.



She has also some significant publication news on the book front:

- Teachers College Press has recently published her *Mathematics and Beauty: Aesthetic Approaches to Teaching Children* (<http://store.tcpress.com/080774722X.shtml>), and
- *Mathematics and the Aesthetic: New Approaches to an Ancient Affinity* (with coeditors David Pimm and William Higginson) is being released by Springer-Verlag, <http://www.springer.com/west/home/default?SGWID=4-40356-22-105287180-0>.

Congratulations and welcome home Nathalie.



SONG LYRICS FROM THE CMESG CELEBRATION 2006

submitted by France Caron

GÖTTINGEN

Barbara

Bien sûr ce n'est pas la Seine
Ce n'est pas le bois de Vincennes
Mais c'est bien joli tout de même
À Göttingen, à Göttingen

Pas de quais et pas de rengaines
Qui se lamentent et qui se traînent
Mais l'amour y fleurit quand même
À Göttingen, à Göttingen

Ils savent mieux que nous, je pense
L'histoire de nos rois de France
Hermann, Peter, Helga et Hans
À Göttingen, à Göttingen

Et que personne ne s'offense
Mais les contes de notre enfance
« Il était une fois » commencent
À Göttingen, à Göttingen

Bien sûr nous, nous avons la Seine
Et puis notre bois de Vincennes
Mais Dieu que les roses sont belles
À Göttingen, à Göttingen

Nous, nous avons nos matins blêmes
Et l'âme grise de Verlaine
Eux c'est la mélancolie même
À Göttingen, à Göttingen

Quand ils ne savent rien nous dire
Ils restent là à nous sourire
Mais nous les comprenons quand même
Les enfants blonds de Göttingen

Et tant pis pour ceux qui s'étonnent
Et que les autres me pardonnent
Mais les enfants, ce sont les mêmes
À Paris ou à Göttingen

O faites que jamais ne revienne
Le temps du sang et de la haine
Car il y a des gens que j'aime
À Göttingen, à Göttingen

Et lorsque sonnerait l'alarme
S'il fallait reprendre les armes
Mon cœur verserait une larme
Pour Göttingen, pour Göttingen

GCEDM

France (largement inspirée par Barbara)

Bien sûr ce n'est pas Athènes
Ni l'entourage d'Ératosthène
Mais quelle assemblée tout de même
Que le GCEDM

Entre les séances et les thèmes
Chacun au hasard s'y promène
Mais le sens y jaillit quand même
Au GCEDM

Ils savent mieux ici je pense
Combiner maths et performance
Frédéric, Dave, George et Florence
Du GCEDM

Et que personne ne s'offense
Mais les comptines de notre enfance
« Un, deux, trois » ici recommencent
Au GCEDM

Bien sûr, nous partageons les lemmes
Qui donnent lieu aux théorèmes
Mais Dieu que la matrice est pleine
Au GCEDM

Nous dans la langue de Verlaine
Parlons *situations* et *schèmes*
Eux c'est l'*embodied cognition*
Au GCEDM

Quand ils ne savent rien nous dire
Ils restent là à nous sourire
Mais nous les comprenons quand même
Les gens du GCEDM

Et tant pis pour ceux qui s'étonnent
Et que les autres me pardonnent
Mais les maths, ce sont les mêmes
À Québec ou à Edmonton

O faites que chaque année reviennent
Les groupes, les séances et les thèmes
Car il y a des gens que j'aime
Au GCEDM

Et lorsque sonnerait l'alerte
S'il fallait que ceci s'arrête
Je me sentrais bien seulette
Sans le GCEDM

A case of you

Joni Mitchell

Just before our love got lost you said
"I am as constant as a northern star"

And I said "Constantly in the darkness
Where's that at?
If you want me I'll be in the bar"
On the back of a cartoon coaster
In the blue TV screen light
I drew a map of Canada
Oh Canada
With your face sketched on it twice

Oh you're in my blood like holy wine
You taste so bitter and so sweet
Oh I could drink a case of you darling
And I would still be on my feet
Oh I would still be on my feet

Oh I am a lonely painter
I live in a box of paints
I'm frightened by the devil
And I'm drawn to those ones that ain't afraid
I remember that time you told me you said
"Love is touching souls"
Surely you touched mine
'Cause part of you pours out of me
In these lines from time to time

Oh, you're in my blood like holy wine
You taste so bitter and so sweet
Oh I could drink a case of you darling
And I would still be on my feet
I would still be on my feet

I met a woman
She had a mouth like yours
She knew your life
She knew your devils and your deeds
And she said
"Go to him, stay with him if you can
But be prepared to bleed"

Oh but you are in my blood
You're my holy wine
You're so bitter, bitter and so sweet
Oh, I could drink a case of you darling
Still I'd be on my feet
I would still be on my feet

A series of you

France (largely inspired by Joni)

Just before our group started you said
"I am as constant as the circumference over
the diameter"

And I said "Constantly in a circle
Where's that at?
If you want me I'll be in the center"
On my graphing calculator
In the blue PC screen light
I drew a map of Canada
Oh Canada
With your face sketched on it twice

Oh you're in my mind like zeros and ones
Your number's greater – can't see the limit
Oh I could sum a series of you darling
And I would tend to infinite
Oh I would tend to infinite

Oh I am a lonely educator
I live in a cloud of dreams
I'm frightened by the drill-and-kill
And I'm drawn to those ones that inquire
I remember that time you told me you said
"Math is touching souls"
Surely you touched mine
'Cause part of you pours out of me
In these lines from time to time

Oh you're in my mind like zeros and ones
Your number's greater – can't see the limit
Oh I could sum a series of you darling
And I would tend to infinite
I would tend to infinite

I met a function
It had a shape like yours
It knew your life
Showed your extrema and your leaps
And I thought
"Go to them, meet with them every year
But be prepared to read"

Oh but you are in my mind
You're my zeros and ones
Your number's greater – can't see the limit
Oh I could sum a series of you darling
Tend to infinite
I would tend to infinite

NEWS FROM THE EXECUTIVE / DES NOUVELLES DE L'EXECUTIF

1. Membership of CMESG – Breaking the rules...

At our last executive meeting, we reflected on one aspect of our constitution. The membership section indicates that *'Membership of the Study Group shall be open to mathematicians and mathematics educators in Canada who accept the aims set forth in Article 2. Members shall be required to pay such dues as are set by the Study Group.'* While this description does not explicitly preclude membership by mathematicians and mathematics educators outside of Canada, it is understood as limiting the membership to those working in Canada.

As many of you realize, this is not how we have been operating. Some of our longstanding members are informally referred to as *honorary Canadians*, while Canadians working overseas have been considered as legitimate members. We do not wish to change this part of our tradition.

However, we wish to restrict membership in some way. The reason for restricting membership is mainly to maintain the nature and spirit of CMESG. It is Canadian, and we want to keep it small and friendly. As an organisation, we are somewhat afraid that the reputation of our meetings could attract too many people for our own good.

As a way to partly resolve this issue, we added a note to the Becoming a member section of our webpage, which reads *If you wish to come to the annual meeting and do not meet the conditions for becoming a member, please contact one of the members of the executive. Past members of the group are obviously always welcome to join in again.*

We are not yet ready to propose a change to our constitution. We would like to have your reactions. Here are some possible scenarios if we wish to change our constitution. One is to allow the executive to accept membership by interested individuals who do not fit the criteria above, possibly restricting positions on the executive to those who do. Another is to have a different category for people outside of Canada, possibly a Friends of CMESG/GCEDM with some clearly set rules for belonging to this category. Yet another is to enable people to take part in our annual meeting without becoming a member – this is not really allowed by the registration form we currently use.

Please let us know what you think we should do on this. We hope to resolve this by the 2008 AGM.

1. Membres du GCEDM – Un accroc à nos règlements

Lors de la dernière réunion de l'Exécutif, nous avons discuté d'un aspect de notre constitution. La section sur les conditions pour être membres se lit comme suit : *Les mathématiciens et didacticiens des mathématiques du Canada acceptant les buts décrits à l'article 2 peuvent adhérer au Groupe d'étude. Les membres doivent payer la cotisation telle que fixée par le Groupe d'étude.*

Bien qu'il ne soit pas écrit explicitement que les personnes travaillant à l'extérieur du Canada ne peuvent être membres, on comprend que c'est l'intention.

Plusieurs d'entre-nous savons que ce n'est pas exactement ce que nous faisons. Certains de nos membres de longue date sont informellement appelés *honorary Canadians*, alors que les canadiens travaillant à l'extérieur du pays sont considérés comme des membres en bonne et due forme. Nous ne voulons évidemment pas briser cette tradition.

Cependant, nous souhaitons tout de même restreindre le membership et cela afin de maintenir la nature du groupe, l'esprit du GCEDM. Nous sommes un groupe canadien, et nous souhaitons demeurer un petit groupe, amical et relativement informel. En tant qu'organisation, il faut éviter que la bonne réputation de nos rencontres n'attirent trop de gens de l'extérieur.

Afin de corriger la situation, nous avons ajouté une note sur le page web du groupe, sous Pour devenir membre, qui se lit ainsi : *Si vous souhaitez venir à la rencontre annuelle mais que vous ne satisfaites pas aux conditions pour devenir membre, veuillez communiquer avec l'un des membres de l'exécutif. Tous ceux qui ont déjà été membres sont, bien sûr, toujours les bienvenus pour le redevenir.*

Nous ne voulons pas bousculer les choses et changer la constitution trop rapidement. Nous aimerions avoir vos réactions et commentaires. Si nous devons changer la constitution, voici quelques scénarios possibles. On pourrait permettre officiellement à l'Exécutif d'accepter comme membres des personnes qui ne répondent pas aux critères établis, possiblement en restreignant le droit de faire partie de l'Exécutif aux personnes qui répondent à ces critères. Une autre solution pourrait être de créer une deuxième catégorie de membres (des amis du GCEDM?) pour les personnes travaillant à l'extérieur du Canada., avec des règles précises. On pourrait aussi permettre de prendre part à notre rencontre annuelle sans avoir à devenir membre – mais cela n'est pas possible avec notre formulaire d'inscription habituel.

Nous vous invitons à nous faire part de votre opinion, de vos suggestions. Nous souhaitons régler le tout lors de notre AGA de 2008.

2. Member recognition

At the executive, we discussed ways to recognize those members who have contributed a great deal to the running and administration of the organization. We would like to offer an annual membership to those members, upon retirement. This would be reviewed annually by the executive. We will likely present a motion at our next AGM on this, and invite your comments and suggestions.

2. Reconnaissance des membres

Lors de notre rencontre, nous avons aussi discuté de différentes manières de souligner la contribution exceptionnelle de certains membres au bon fonctionnement du groupe, et ce lors de leur prise de retraite. Nous aimerions offrir, sur une base annuelle, le membership aux membres qui ont largement contribué à l'administration de notre groupe. Cela serait révisé annuellement par l'Exécutif. Nous présenterons probablement une motion à cet effet lors de notre prochaine assemblée générale, et nous vous invitons à nous faire part de vos commentaires.

CALL FOR THE IDENTIFICATION OF PROSPECTIVE PH.D. PRESENTERS

Each year at the CMESG meeting, individuals who have recently completed their Ph.D. degrees are showcased. They are given an opportunity to present their work and share their results with colleagues from across Canada and around the world who are in attendance at the meeting.

To be eligible to present at the meeting, individuals must have successfully defended their dissertations no later than December 15, 2006.

Presenters must have completed their Ph.D. programs at a Canadian institution, or be a Canadian who has completed her/his doctorate at a foreign institution.

If you are such a person, or if you know of such a person, please forward the following information to me by email (brent.davis@ubc.ca) as soon as possible. I will then contact that individual to ascertain his/her willingness to attend and present at the Fredericton meeting, June 8–12.

Information needed:

Name:
Email address:
Snail mail address:
Name of Institution where degree completed:
Senior supervisor (if known):
Title of the Dissertation:

Thank you for your assistance in identifying this year's addition to the community of mathematics educators in Canada.

... Brent

Brent Davis
on behalf of the CMESG/GCEDM Executive

APPEL POUR L'IDENTIFICATION DES PRÉSENTATEURS/PRÉSENTATRICES D'UNE THÈSE DOCTORALE

Chaque année, à la réunion du GCEDM, les individus qui ont récemment complété leur thèse doctorale ont l'occasion de présenter leur travail et d'en partager les résultats avec des collègues à travers le Canada et autour du monde qui assistent à la réunion.

Pour avoir le droit de présenter à la réunion, les individus doivent avoir réussi à défendre leur dissertation avant le 15 décembre, 2006.

Tout présentateur/présentatrice doit avoir complété son doctorat à une université canadienne, ou doit être un(e) canadien(ne) qui a complété son doctorat à une université étrangère.

Si vous remplissez ces conditions, ou si vous connaissez quelqu'un qui remplit ces conditions, veuillez m'envoyer l'information ci-dessous par courriel (brent.davis@ubc.ca) aussitôt que possible. Ensuite, j'écrirai à cet individu pour m'assurer qu'il/elle veuille assister et présenter à la réunion à Fredericton, du 8 au 12 juin.

Renseignements nécessaires:

Nom:
Adresses de courrier électronique:
Adresse postale :
Nom de l'université où le doctorat a été complété :
Superviseur principal (si connu) :
Titre de la dissertation :

Merci pour votre aide à ajouter des noms à la communauté des éducateurs de mathématiques au Canada.

... Brent

Brent Davis
De la part de l'exécutif du GCEDM/CMESG

ELECTIONS 2007 CMESG EXECUTIVE CALL FOR NOMINATIONS

The two year terms of Doug Franks (Treasurer) and France Caron (Member) on the Executive Committee will be ending June 10, 2007. You are invited to submit names of candidates for the two positions to Elaine Simmt, elaine.simmt@ualberta.ca, chair of the Nomination Committee, or to David Pimm, dpimm@ualberta.ca, member of the Nomination Committee no later than January 1, 2007.

For each nomination, please indicate whether it is for the position of president or as a member of the Executive. It is not necessary to verify if the individuals you wish to nominate are willing to run for the office.

ÉLECTIONS 2006

APPEL DE CANDIDATURES - EXÉCUTIF DU GCEDM

Les mandats de deux ans de Doug Franks (Treasurer et de France Caron (Membre) au sein de l'Exécutif viennent à échéance le 10 juin 2007. Vous êtes invités à soumettre des candidatures pour ces deux postes à Elaine Simmt, elaine.simmt@ualberta.ca, présidente du comité de nominations, ou à David Pimm, dpimm@ualberta.ca, membre du comité de nomination, d'ici au 1 janvier 2007.

Pour chaque personne que vous désirez mettre en nomination, vous devez indiquer s'il s'agit d'une mise en nomination pour la présidence ou en tant que membre de l'exécutif. Il n'est pas nécessaire de vérifier si une personne dont vous proposez la nomination accepte de se présenter.

CMESG EDITORS / LES ÉDITEURS DU GCEDM

Proceedings editor / L'éditeurs des Actes: Peter Liljedahl (liljedahl@sfu.ca)

Webpage editors/Responsables du site sur l'hypertexte: George Gadanidis (ggadanid@uwo.ca),
Nathalie Sinclair (nathsinc@math.msu.edu)

Newsletter Editor / Editeur du Bulletin : Dave Wagner (dwagner@unb.ca)
University of New Brunswick
P.O. Box 4400, Fredericton, NB, E3B 5A3
phone 506-447-3294, fax : 506-453-3569

CMESG EXECUTIVE / L'EXÉCUTIF DU GCEDM 2006-2007

The members of the executive extend an invitation to you to contact us about any item of interest. If you have something you want to suggest, if you have a concern you wish to raise, if you want more information, etc., please let one of us know. In order to be of service to the membership, we need to be aware of what your interests are.

Les membres du Comité exécutif vous invitent à leur faire part de votre point de vue concernant n'importe quel aspect de la vie du GCEDM. Que ce soit pour transmettre suggestions ou commentaires, ou encore pour être mieux informé, n'hésitez pas à entrer en contact avec l'un d'entre nous. En nous faisant connaître vos intérêts, vous nous aidez à mieux vous servir.

Frédéric Gourdeau, President / Président
Département de mathématiques et statistique
Université Laval
courriel: fredg@mat.ulaval.ca
Fax: (418) 656-2817

France Caron, Secretary / Secrétaire & Conference
co-ordinator / Coordinatrice des rencontres annuelles
Département de didactique
Université de Montréal
courriel: france.caron@umontreal.ca

Florence Glanfield, Vice-president / Vice-présidente
Curriculum Studies, College of Education
University of Saskatchewan
email: florence.glanfield@usask.ca

Brent Davis, Member-at-large / Membre adjoint
University of British Columbia
email: brent.davis@ubc.ca

Doug Franks, Treasurer / Trésorier & Membership Secretary
/ Secrétaire aux membres
Faculty of Education
Nipissing University
email: dougf@nipissingu.ca

Leo Jonker, Member-at-large / Membre adjoint
Department of Mathematics and Statistics
Queen's University
email: leo@mast.queensu.ca