

# NEWSLETTER / BULLETIN

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**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.

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# PRESIDENT'S MESSAGE DU PRÉSIDENT

Frédéric Gourdeau

Alors que l'automne se prépare déjà à nous quitter, il est bon de se rappeler de jours plus cléments, dont quelques merveilleuses journées de juin passées à Fredericton. Après un nombre record de participants à Calgary en 2006, la rencontre de 2007 à UNB a confirmé la croissance de notre organisation. Au sein de l'exécutif, nous étions quelques uns (dont moi) à anticiper entre 70 et 85 participants, alors que dans les faits, il y a eu 116 inscrits ! Cela a bien sûr occasionné des maux de tête à nos organisateurs locaux, mais rien n'y a paru pour nous en tant que participants. La rencontre s'est une fois de plus très bien déroulée et les quatre groupes de travail ont fait salle comble. Merci à Dave Wagner et John Grant McLoughlin pour une superbe organisation.

## **Sherbrooke 2008**

Sherbrooke nous attend maintenant, du 23 au 27 mai 2008, et Laurent Theis et son équipe nous y convient. Pour tenir compte du plus grand nombre de participants prévus, nous aurons cette fois cinq groupes de travail, en plus des deux conférenciers pléniers, soit Ahmed Djebbar et Anne Watson. La conférence d'ouverture aura lieu en collaboration avec le GDM, le Groupe des didacticiens des mathématiques du Québec, comme nous l'avons fait lors de la rencontre à Québec en 2004.

## **Nouvelles de l'exécutif**

Plusieurs dossiers progressent bien. Nous proposerons des changements à notre constitution (avant avril 2008, pour vote à Sherbrooke). Nous avons aussi entrepris des démarches pour acquérir le statut d'organisation charitable en lien avec l'appui aux étudiants gradués. Finalement, il devrait être possible de s'inscrire sur le web pour nos prochaines rencontres, en commençant par Sherbrooke. À suivre.

As I am writing this, Halloween is just past and it's already time to start think about Winter, which is slowly but surely approaching. It feels good to think about warmer days, and about the wonderful ones spent in Fredericton last June. After a record participation in Calgary in 2006, our meeting at UNB confirmed that the organization is definitely growing larger. While some including me had predicted a number of participants somewhere between 70 and 85, we had 116 registered participants. As you may guess, this caused a few organizational problems to our local team, but none that I felt as a participant. The meeting went very well and the four working groups had great attendance. Thanks to Dave Wagner and John Grant McLoughlin for their superb organizational work.

## **Sherbrooke 2008**

It's now time to think about Sherbrooke, where we will meet from May 23 to May 27 2008. Laurent Theis and his team are inviting us for what promises to be another great meeting. We have planned five working groups as we are expecting another fairly large meeting. Our plenary speakers are Ahmed Djebbar and Anne Watson. The opening conference will be joint with GDM (Groupe des didacticiens des mathématiques du Québec), renewing the positive experience we had in Québec in 2004.

## **News from the Executive**

We have been following up on quite a few propositions, including proposed changes to our constitution (these will be circulated to the membership by April 2008, for ratification in Sherbrooke). We are also working on gaining charitable status, in line with the various propositions made by members in order to establish a fund to support graduate student participation. Finally, it will probably be possible to register and pay via a web site for our annual meetings, starting with Sherbrooke. We will keep you posted.

## MEMBERS' ACTIVITIES / ACTIVITES DES MEMBRES

### **MICA: A NOVEL DIRECTION IN UNDERGRADUATE MATHEMATICS TEACHING**

submitted by H. Ben-El-Mechaiekh, C. Buteau, W. Ralph, Brock University

Why do mathematics students at Brock University choose to spend hours of extra time on mathematics projects? The reason is the new MICA program. MICA stands for Mathematics Integrated with Computers and Applications: a “hands on” approach to teaching mathematics, making extensive use of technology and remarkably increasing the level of students’ engagement. In a recent survey of core MICA courses, students overwhelmingly rated the use of technology in these courses as beneficial (91.13% of responses).

See the *Canadian Mathematics Society Notes*, V.29 (no.6), October 2007, or <http://journals.cms.math.ca/Notes/> for elaboration. See on-line examples of student projects at [www.brocku.ca/mathematics/studentprojects](http://www.brocku.ca/mathematics/studentprojects).

*Pourquoi les étudiants de mathématiques à l'Université Brock dédient-ils avec entrain autant d'heures supplémentaires à leurs projets? L'honneur en revient au nouveau programme MICA (Mathematics Integrated with Computers and Applications) dont deux des principes fondamentaux sont d'encourager la créativité et l'indépendance intellectuelle et de développer les concepts mathématiques de concert avec l'usage de la technologie et des applications. La réaction des étudiants à MICA va bien au-delà des espérances du département: l'inscription a triplé, les étudiants se dévouent avec enthousiasme à leurs projets, et, selon un sondage interne, ils jugent bénéfique, avec un taux de 91.13%, l'utilisation de la technologie dans leurs cours MICA.*

*Pour voir l'article au complet, se référer à: Notes de la Société mathématique du Canada, V.29 (no.6), Octobre 2007, ou visualiser directement sur le site <http://journals.cms.math.ca/Notes/>. Pour voir des exemples de projets d'étudiants, se référer au site [www.brocku.ca/mathematics/studentprojects](http://www.brocku.ca/mathematics/studentprojects).*

### **TECHNOLOGY REVISITED: MATHEMATICS CONFERENCE HIGHLIGHTS (2006-07)**

submitted by Daniel Jarvis, Nipissing University

I would like to report on, and offer to CMESG members a few personal remarks regarding, three mathematics conferences that I have recently had the pleasure of attending: ICMI Study 17 in Hanoi, Vietnam; CAME/CADGME in Pécs, Hungary; and, CCADGME in North Bay, Canada.

The Seventeenth Study of the International Commission on Mathematical Instruction (ICMI), entitled *Digital Technologies and Mathematics Teaching and Learning: Rethinking the Terrain*, took place in Hanoi, Vietnam from December 3-8, 2006. The very first ICMI study had been held in Strasbourg, France in 1985 and had focused on the influence of computers and informatics on mathematics and its teaching. The proceedings of the 17<sup>th</sup> Study further indicate that these issues discussed in 1985 were now being “rethought” two decades later, as captured in the study title. Following his brilliant keynote lecture dealing with the historical progress and regress, as it were, of technology usage in mathematics education, Dr. Seymour Papert (author of *MindStorms* and a pioneer in educational technology at MIT) was hit by a motorcycle while walking back to his hotel. He was flown home to the USA after several tense days of hospital care in Hanoi, and as far as I know continues to slowly recover from this unfortunate tragedy. At the end of that week (9<sup>th</sup>), we also received word of the passing of Dr. John Van de Walle—certainly two dark events for international mathematics education. The conference did, of course, continue and the four Working Groups are still in the process of finalizing their reports for inclusion in the Study Volume. The conference organizers have established an excellent website featuring a variety of resources including the Papert and Artigue plenary talks, group reports, images, and conference proceedings.

ICMI 17 Conference: <http://icmistudy17.didirem.math.jussieu.fr/doku.php?id=start>

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While attending the ICMI event, I was pleased to make the acquaintance of two colleagues, Zsolt Lavicza (The University of Cambridge) and Dr. Chantal Buteau (Brock University). It was as a result of this connection that I had the opportunity to later visit Zsolt in the UK and then assist him as he and Dr. Csaba Sarvari co-hosted the *First Central- and Eastern European Conference on Computer Algebra- and Dynamic Geometry Systems in Mathematics Education* (CADGME) in Pécs, Hungary. This conference took place directly following the fifth annual *Computer Algebra in Mathematics Education* (CAME) symposium also hosted in Pécs. Both events engendered rich discussions surrounding technology usage and related educational issues. The CADGME conference attracted more than 140 participants from 35 countries, with much participation from Eastern Europe. The keynote addresses, contributed talks, workshops, and working groups are delineated on the conference website, and papers written by participants are presently being submitted to the organizers for inclusion in the conference proceedings.

CAME 5 Symposium: <http://www.lonklab.ac.uk/came/>

CADGME Conference: <http://matserv.pmmf.hu/cadgme/index>

In an attempt to build upon the CADGME event in Hungary, and as part of our research funding, Zsolt, Chantal, and I planned a smaller, Canadian version of this conference which was hosted at Nipissing University. The *First Canadian Computer Algebra and Dynamic Geometry Systems in Mathematics Education* (CCADGME) conference took place in North Bay, Ontario from September 28-30, 2007. The conference structure and registration was organized around two different tracks: one which involved Working Groups that examined issues of teacher practice and related research at the elementary, secondary, and post-secondary levels; and, a second which involved Technology Workshops focusing more on the exploration of a variety of CAS-based and interactive geometry software applications. Participants within both tracks shared common keynote speaker sessions, as well as several technology and open discussion sessions during the weekend.

Keynote addresses were delivered by Zsolt Lavicza (The University of Cambridge), Dr. Chantal Buteau (Brock University), Dr. Walter Whiteley (York University), Dr. Carolyn Kieran (L'Université du Québec à Montréal), Nick Jackiw (KCP Technologies), Kate Mackrell (Queen's University) presenting with Patrick St-Cyr (Cabrilog), and Dr. Nathalie Sinclair (Simon Fraser University). Among the issues discussed during these lectures were the following: university professor beliefs/conceptions relating to teaching with technology; factors affecting system/departmental shifts in technology usage within an undergraduate program; the importance of 2- and 3-D modelling, i.e., combining visual and kinaesthetic approaches in teaching; considerations in designing rich CAS-based tasks for secondary students; the use of dynamic geometry software in modelling discrete and continuous mathematics; and, the effectiveness of having young learners (K-8) model mathematical concepts and explore new ideas with technology. Technology/software companies represented at the CCADGME conference included *Autograph*, *Cabrilog*, *Cinderella*, *GeoGebra*, *KCP Technologies*, *MapleSoft*, *Texas Instruments*, and *Wolfram*.

The conference website features a variety of resources made available by/to participants, as well as links to related technology sites dealing with Computer Algebra Systems (CAS) and interactive geometry software. Furthermore, at the time of this writing, streamed digital video recordings of the seven keynote addresses are also being prepared for public access via the conference website.

CCADGME Conference Website: <http://www.nipissingu.ca/ccadgme/index.htm>

Technology in mathematics education may indeed possess rich potential for mathematical teaching and learning at all levels. However, this optimism must be continually tempered with legitimate concerns raised by colleagues from both mathematics and mathematics education. The ICMI Study 17, CAME/CADGME, and CCADGME conferences described above served to facilitate rich discussions surrounding these controversial yet significant issues which will no doubt continue to characterize, at least in part, the 21<sup>st</sup> century educational project.

## **SURVEY TEAM 1 - ICME-11, LOOKING FOR YOUR INPUT**

submitted by Eric Muller

The International Program Committee for ICME-11 has struck Survey Teams to report on important issues at the Congress.

The IPC notes that, in an increasing number of countries, students are opting out of university studies in which mathematics is a substantial component. Survey Team 1 composed of

Derek Holton - chair (New Zealand)

Eric Muller (Canada)

Juha Oikkonen (Finland)

Adolfo Sanchez Valenzuela (Mexico)

Ren Zizhao (China)

is instructed to report on

### **Recruitment, entrance, and retention of students to university mathematics studies**

What is the situation in Canada? Statistics Canada in its Tables 477-0014 groups together mathematics, computer and information sciences. This makes it difficult to look for trends in mathematical sciences enrolments in Canada. The tables show that the number of university undergraduate degrees in mathematics, computer and information sciences as a percentage of all undergraduate degrees remained close to 4% from 1995 to 1999 and rose to around 5% from 2001 to 2004. Is this increase mirrored in the mathematical sciences?

Thanks to the generosity of the Canadian Mathematical Society I was able to send a questionnaire, requesting information on enrolment trends, to Chairs of all Mathematics Departments in Canada. Also of interest are examples of departmental initiatives that aim to maintain enrolments, reverse dropping, or increase enrolments. Are there examples of innovative approaches that have boosted recruitment rates in mathematics, or initiatives that have boosted retention rates?

If you or a colleague can provide examples of, references to, or comments on, any of the above please send me an email [emuller@brocku.ca](mailto:emuller@brocku.ca).

Thank you.

## AN INTERVIEW WITH SHABNAM KAVOUSIAN

submitted by Gladys Sterenberg

*It has been my great pleasure to chat electronically with Shabnam Kavousian. Having been drawn into and embraced by the CMESG community, I welcome the opportunity to “meet” new friends and colleagues. Here are excerpts from our conversations:*

**Gladys:** *Earlier this summer, Dave Wagner presented me with the idea of interviewing people in the CMESG community and I was quite interested. I am an assistant professor at the University of Alberta in elementary mathematics education. I just started here in July, and was at the University of Lethbridge prior to this. My research centres on stories of mathematics and most of my work is with in-service elementary teachers. I would be most interested in a conversation with you. Would you be willing to share your story?*

**Shabnam:** Sorry for the late reply. Thanks for sharing your story with me. Your research seems very interesting. I hope I can get to meet you in person and chat about it more. :)

As for me, I am a PhD student in mathematics education at Simon Fraser University. My supervisor is Dr. Rina Zazkis. I am a full-time instructor at Langara College, which is a two-year college in Vancouver. My background is in mathematics. I came from Iran to Canada in 1996, after I finished my bachelor degree in applied mathematics at Sharif University of Technology. I always loved mathematics, since childhood, and for me studying mathematics was a very natural choice. I was the top student in all my math classes in high school. Even in middle school I remember my teacher asked me to teach our geometry class a couple of times. Besides math, I didn't like any other subject. So I didn't know (or even try to learn) much of anything else, just enough to get the grades I needed and get out of high school. :) To get into university in Iran, we had to write a national test that included all the subjects. That was a very scary thought for my parents, seeing how much I loved math and that I was not spending any time studying anything else. So they decided to make me study other things... Funny enough I would hide math books in the middle of chemistry or literature to read math and let them think I was studying other things.

**G:** *Why do you think you loved mathematics? What helped spark this childhood interest?*

**S:** Well, my interest in mathematics was sparked a few times during my childhood and youth. When I was in fifth grade, I had an accident. A motorcycle hit me and I had to undergo surgery and was hospitalized for a month. Then I had to stay home for another month. All of this happened during the fall of 1983 or 1984. Anyway, I was going to miss school for a while. My grade five teacher, who never saw me (I had the accident right before the first day of school), was a very generous and kind woman. She heard about me from the principal of the school and decided to come to our home a few days a week to teach me what she was teaching in school that day. Her kindness is not describable and I will never forget her. She used to bring me math books as gifts as well. I loved those books.

**G:** *What an amazing story about such a caring teacher.*

**S:** The second time that my love for math increased (and I guess it stayed with me up to this day) was when I was in grade 9. There was a war going on between Iran and Iraq. That year was the last year of war and Iraq attacked Tehran with missiles. So the schools were closed for six of the nine months. However, the final exams were still written and we had to study on our own and write the finals to pass the grade we were on. Going through was hard with bombs and missiles; one really didn't care much about studying. So I went into all my exams unprepared. For a student who was used to being 100% prepared all the time, it seemed like I had no clue what was going on. However, when the results came back, I got 95-100% on all my math courses, and I barely passed my biology. That was the point that I knew I am a math person and that it comes naturally to me. That caused my attraction to mathematics as a career. So I studied mathematics as my specialty in high school.

**G:** *The situation of war is so foreign to me. That must have been a difficult and tragic time for you (I realize this is an understatement).*

**S:** The reason I liked mathematics (besides the things I mentioned) is that when I do mathematics it takes me to a world that is calm, beautiful and certain. There are no “maybe's” or “it depends”. I trust what I do, and I trust the results. It is my hiding place I guess... :)

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**G:** *I am interested in knowing more about how math can be a hiding place for you.*

**S:** Mathematics is a hiding place for being creative. I think when you do math, you find something new, something that is yours, and it is a big achievement. I am sure people find this pleasure in different things, my husband finds it in physics for example. Also it is not just a hiding place, it is more like a sanctuary. Somewhere where I feel comfortable and relax.

**G:** *Could you tell me more about why you were interested in teaching?*

**S:** I became interested in teaching when my middle school teacher asked me to teach a few geometry classes. My teaching inspired some students and I got a very positive feedback from the teacher and students. Later when I reflected on my academic life, I realized how much I am indebted to many of my teachers for being who I am and where I am. That was another reason why I wanted to be a teacher. I wanted to be one of those good teachers that people remember fondly.

**G:** *I certainly can understand your desire to be a teacher since you have shared so poignantly their impact on you.*

**S:** After less than one year of teaching at Langara College, I felt something is missing from my teaching: Knowledge about teaching and learning. So I decided to apply for my next degree in Mathematics education with Rina, whom I knew from the time I was studying mathematics at SFU. I got accepted to study mathematics education at SFU in 2002 and I have been there ever since.

My research interest is in exploring students' understanding and misunderstanding in general, however, I have concentrated on students' understanding of combinatorics. Combinatorics was a natural choice for me, since it was my research interest in my masters degree as well. I have studied two groups of students for this purpose, one group is social science and arts students in the college where I teach, and the other group is math and science students at SFU. The goal is not a comparison of the two groups though; I just look at the understanding and misunderstandings of each group in a different way.

**G:** *This sounds very interesting. Do you have any preliminary ideas or results you could share?*

**S:** Sure. I would love to. My research consists of two parts. One is the development of a theoretical framework to understand students' understanding of combinatorics from different aspects. The second aspect is developing a pedagogical framework that can help students achieve a better understanding of their own understanding and of the topic. There is not a lot of research done in this area of mathematics in mathematics education, and what makes combinatorics interesting for me (from an educational point of view) is that you can ask students challenging and creative questions without requiring them to know a lot of pre-requisite mathematics. There are many interesting puzzles and games that have a combinatorial basis for understanding them.

**G:** *What is your connection to CMESG?*

**S:** I started to go to CMESG in summer of 2003 and have been to all of them except this year (2007). Just before I was to come to CMESG I found out that I was pregnant and was worried to fly in the first trimester. So I cancelled my travel plans this year, and unfortunately missed the wonderful opportunity to meet my old friends in the community and find new ones. I am hoping to be able to join you next year though. :)

My first experience in CMESG was in Acadia University. It was my first math education conference/gathering. It was wonderful. I remember how everyone was so friendly and kind. That year they had invited Zoltan Dienes to present. I loved it. Absolutely loved it. Then they organized a second meeting with him in a smaller setting, kind of like a workshop, and to enter the workshop your name had to come up in the lottery. So many people wanted to attend and the workshop was supposed to be small. I remember many kind offers from people, who saw how much I was interested in going to the workshop, to take their place in the workshop if my name was not drawn. However, luckily my name was drawn and I went to the workshop. It was so exciting to see how many ideas he had for teaching and learning.

**G:** *That was my first experience in CMESG as well. I'm surprised that we haven't met yet. I was a PhD student at the time and was welcomed into the community. I didn't know anyone when I went and was able to feel very comfortable in a very short time. It was an amazing experience.*

**S:** This is so cool... I cannot believe the coincidence. Funny, eh? I was in my first year as a PhD student. What I like most about CMESG is the working groups, and the fact that you get to know people very well in that

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setting. Ideas are put to the table, and discussions are very illuminating. Overall the structure of CMESG meetings is ideal for graduate students to get to know experienced faculty in a friendly and safe environment. I have always enjoyed my working groups. I also got to know many people in CMESG. It brings the Canadian researchers much closer to each other. If there is only one gathering I can afford to go, it is always my first choice to go to CMESG meeting.

**G:** *I feel the same way about the working groups. I have been able to have conversations with people whose research I had studied. I am looking forward to meeting you (hopefully at the next CMESG).*

**S:** Me too. I am looking forward to meeting you in person. Thanks again for being so patient and interested. :) It is very good for me to think about these questions you are asking me. Walking down the memory lane... ;)

**G:** You've done a great job of drawing me into your stories. Thanks so much, I've enjoyed our "chat".

## UPCOMING PROFESSIONAL MEETINGS / RECONTRES À VENIR

### MODELS IN DEVELOPING MATHEMATICS EDUCATION CONFERENCE

submitted by Gila Hanna

#### Short Preliminary Notice

The Mathematics Education into the 21st Century Project & The University of Applied Sciences (FH), Dresden (Germany) announce our 10th (Anniversary!) International Conference: "*Models in Developing Mathematics Education*" to be held Sep 11–17, 2009 in Dresden, Saxony, Germany in full cooperation with the Saxony Ministry of Education.

International Organisers: Dr. Alan Rogerson, Coordinator of the Mathematics in Society Project (Poland) & Prof. Fayez Mina, Faculty of Education, Ain Shams University (Egypt). Chair of the Local Organising Committee: Prof. Dr. Ludwig Paditz of the Dresden University of Applied Sciences.

You are warmly invited to attend our conference in the heart of the historic & beautiful city of Dresden. For ALL further conference details and updates please email [arogerson@inetia.pl](mailto:arogerson@inetia.pl).





## NEWS FROM THE EXECUTIVE / DES NOUVELLES DE L'EXECUTIF

### 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 31, 2007.

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](mailto: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 Sherbrooke meeting, May 23–27.

#### Information needed:

Name:

Email address:

Snail mail address:

Name of Institution where degree completed:

Senior supervisor:

Title of the Dissertation:

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

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 31 décembre, 2007.

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](mailto: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 Sherbrooke, du 23 au 27 mai.

#### Renseignements nécessaires:

Nom :

Adresses de courrier électronique :

Adresse postale :

Nom de l'université où le doctorat a été complété :

Superviseur principal :

Titre de la dissertation :

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

Brent Davis

De la part de l'exécutif du GCEDM/CMESG

## **MAKING A 'CMESG POSTER'**

Walter Whiteley

The CMESG executive is suggesting that people come to the next CMESG Conference with an 8½ x 11 inch 'personal poster.' The idea is to introduce ourselves to one another: what are our interests, our activities, etc. These will also provide a way for people to document that they 'actively participated' in the conference. We plan to display these posters around the break rooms, throughout the conference.

What might be in the poster? One key will be a picture so that people can put your face to your information (and look you up to follow up any connections they see). If you have a web site / wiki / blog ... that would be good to include. The choice of other information is much more personal. What questions do you care about? What work have you been doing? What collaborations are you looking for? What resources do you have to offer?

I sat down for a couple of hours one afternoon and made a sample poster. I made it in Powerpoint, to easily include some graphics and images (even a digital photo from the last CMESG). Download my sample from:  
[http://wiki.math.yorku.ca/index.php/CMESG\\_York](http://wiki.math.yorku.ca/index.php/CMESG_York)

## **FABRIQUER UNE « AFFICHE GCEDM »**

Walter Whiteley

Les membres de l'exécutif du GCEDM suggèrent que les personnes qui viennent à la prochaine conférence emportent avec eux une « affiche personnelle » format 8 ½ x 11. Cela nous permettra de s'introduire un à l'autre: que sont nos intérêts, nos activités, etc. Ces affiches permettront également aux personnes à documenter qu'ils ont participé à cette conférence d'une manière « active ». Au courant de la conférence, nous désirons de coller ces affiches sur les murs autour de la pièce où les pauses ont lieu.

Quoi ajouter sur votre affiche? Nous avisons d'ajouter une photo personnelle pour que les autres puissent vous associer avec votre information (et vous retrouver pour faire un suivi des connexions qu'ils reconnaissent). Si vous avez un site web / wiki / blog ... cette information serait très utile. Le choix d'ajouter d'autre information quelconque demande votre jugement personnelle. Quelles questions vous captivent? Quels travaux poursuivez-vous? Quelles collaborations recherchez-vous? Quelles ressources pouvez-vous nous offrir?

Une après-midi, j'ai décidé de fabriquer une affiche personnelle comme modèle. Pour facilement ajouter des images et des graphiques, j'ai fabriqué cette affiche en utilisant le logiciel Powerpoint. J'ai même ajouté une photo digitale du dernier GCEDM. Veuillez retrouver mon affiche modèle au: [http://wiki.math.yorku.ca/index.php/CMESG\\_York](http://wiki.math.yorku.ca/index.php/CMESG_York)

## **ÉLECTIONS 2008 GCEDM EXÉCUTIF**

### **APPEL DE CANDIDATURES**

Les mandats de deux ans de Frédéric Gourdeau (Président) et de Florence Glanfield (Membre) au sein de l'Exécutif viennent à échéance le 31 mai 2008. Vous êtes invités à soumettre des candidatures pour ces deux postes à Frédéric Gourdeau, [fredg@mat.ulaval.ca](mailto:fredg@mat.ulaval.ca), président du Comité de nominations, d'ici au 1 janvier 2005, ou à Eric Muller, [emuller@brocku.ca](mailto:emuller@brocku.ca), membre du Comité de nomination. Veuillez prendre note que selon les nos statuts, un membre du comité de nomination ne peut se présenter pour un poste au sein de l'Exécutif.

Pour chaque personne que vous désirez mettre en nomination, vous devez indiquer s'il s'agit d'une mise en nomination pour le poste de président 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.

## **ELECTIONS 2008 CMESG EXECUTIVE**

### **CALL FOR NOMINATIONS**

The two year terms of Frédéric Gourdeau (President) and Florence Glanfield (Member) on the Executive Committee will be ending May 31st, 2008. You are invited to submit names of candidates for the two positions to Frédéric Gourdeau, [fredg@mat.ulaval.ca](mailto:fredg@mat.ulaval.ca), chair of the Nomination Committee, or to Eric Muller, [emuller@brocku.ca](mailto:emuller@brocku.ca), member of the Nomination Committee no later than January 1, 2008. Please note that a member of the Nomination Committee cannot stand for a position on the Executive.

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.

## **APPEL DE CANDIDATURES – CONSEIL D'ADMINISTRATION DE FLM**

Les mandats de quatre ans de David Reid et Ralph Mason au sein du Conseil d'administration de FLM viennent à échéance le 31 mai 2008. Vous êtes invités à soumettre des candidatures pour ces deux postes à Frédéric Gourdeau, fredg@mat.ulaval.ca, président du Comité de nominations, d'ici au 1 janvier 2005, ou à Eric Muller, emuller@brocku.ca, membre du Comité de nomination. Il n'est pas nécessaire de vérifier si une personne dont vous proposez la nomination accepte de se présenter.

## **CALL FOR NOMINATIONS – FLM BOARD OF DIRECTORS**

The four year terms of David Reid and Ralph Mason on the Board of Directors of FLM will be ending in May 31st, 2008. You are invited to submit names of candidates for the two positions to Frédéric Gourdeau, fredg@mat.ulaval.ca, chair of the Nomination Committee, or to Eric Muller, emuller@brocku.ca, member of the Nomination Committee no later than January 1, 2008. It is not necessary to verify if the individuals you wish to nominate are willing to run for the office.

## **CMESG EDITORS / LES ÉDITEURS DU GCEDM**

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## **CMESG EXECUTIVE / L'EXÉCUTIF DU GCEDM 2007-2008**

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  
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