

NEWSLETTER / BULLETIN

December 2013

30 (1)

décembre 2013

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

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

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:

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) 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.

- 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 | 1 |
| • Notices / Avis | 2 |
| • Members' activities / Activités des members | 4 |
| • E-Brock Bugs: An online game for the development of mathematical thinking | |
| • Three Decades of CMESG participation | |
| • A response to Three Decades of CMESG participation | |
| • News from the Executive / des Nouvelles de l'Exécutif | 9 |
| • Elections 2014 CMESG Executive: Call for Nominations | |
| • Élections 2014 GCEDM exécutif : Appel de candidatures | |
| • CMESG Editors / Les éditeurs du GCEDM | 9 |
| • CMESG Executive / L'exécutif du GCEDM | 9 |

PRESIDENT'S MESSAGE DU PRÉSIDENT

Elaine Simmt

I am writing this piece for the newsletter just a few days after the results from the most recent PISA assessments were made public. The headlines report how, except Quebec, Canada has slipped in the rankings and the commentary is sounding the alarm bells about the failure of the curriculum and “new” teaching methods. Over this same period of time I have been reading a dissertation on teachers’ experiences with government high school examinations. Few people in the public will ever read about the teachers’ experiences and the decisions they face in their day-to-day interactions with Canadian students. Nor will the public will hear about the educational policy, curriculum development or teachers’ pedagogy that address the broad needs of Canada’s diverse learners and their communities.

When public announcements on student performance are made, we in the mathematics education community are called to respond. In the last couple of days, a number of people in the Canadian mathematics education community have spoken with reporters. In some cases we learn about the complexity of education and the vast number of variables that should be considered when interpreting such results. In other responses we hear that the results point to obvious problems and relatively straight forward solutions. I encourage you to take a look at those responses and to add your voice to the conversation. Here is a sample of the news:

<http://www.cbc.ca/player/News/Canada/NB/ID/242214405/>

<http://www.cbc.ca/player/News/Canada/Montreal/ID/2422100899/>

<http://www.cbc.ca/news/canada/canada-s-students-slipping-in-math-and-science-oecd-finds-1.2448748>

<http://www.lapresse.ca/actualites/education/2013/12/03/01-4716974-les-eleves-quebecois-sont-forts-en-maths.php>

<http://www.theglobeandmail.com/news/national/education/quebec-students-place-sixth-in-international-math-rankings/article15815420/>

We will most certainly talk about these issues next **May 30 – June 3, 2014** when we gather in

J’écris cet article pour le bulletin quelques jours après la diffusion des résultats de la plus récente évaluation PISA. Les grandes lignes du rapport précisent comment, sauf pour le Québec, le Canada a glissé dans les rangs et les commentaires sonnent l’alarme au sujet des manques dans les curriculums et des nouvelles méthodes d’enseignement. Durant la même période j’ai lu une thèse au sujet des expériences des enseignants en ce qui concerne les évaluations gouvernementales des écoles secondaires. Peu de personnes dans le public lisent régulièrement sur les expériences des enseignants et les décisions auxquelles ces derniers doivent faire face jour après jour dans leurs interactions avec les étudiants canadiens. Le public n’entend pas parler davantage des politiques en éducation que de la formation continue des enseignants et des besoins des divers apprenants canadiens et des communautés.

Lorsque les annonces publiques sur les performances des élèves sont faites, la communauté des éducateurs mathématique est interpellée pour répondre. Dans les derniers jours, certaines personnes de notre communauté ont rencontré des journalistes. Dans certains cas nous en apprenons sur la complexité de l’éducation et sur la grande quantité de variables à considérer lorsque vient le temps d’interpréter ces résultats. D’autres réponses montrent des problèmes évidents et des solutions souhaitables à envisager. Je vous encourage à regarder ces réponses et à ajouter votre voix à la conversation. Quelques exemples provenance des bulletins de nouvelles:

<http://www.cbc.ca/player/News/Canada/NB/ID/242214405/>

<http://www.cbc.ca/player/News/Canada/Montreal/ID/2422100899/>

<http://www.cbc.ca/news/canada/canada-s-students-slipping-in-math-and-science-oecd-finds-1.2448748>

<http://www.lapresse.ca/actualites/education/2013/12/03/01-4716974-les-eleves-quebecois-sont-forts-en-maths.php>

<http://www.theglobeandmail.com/news/national/education/quebec-students-place-sixth-in-international-math-rankings/article15815420/>

Nous pourrons certainement discuter de ces questions lors de notre prochaine rencontre annuelle du **30 mai**

Edmonton at the University of Alberta for the **annual CMESG meeting**.

I would like to take this opportunity to thank our colleagues Drs. Chantal Bateau and Joyce Mgombelo for their work hosting a wonderful conference at Brock last May. They and their team ensured that we were well fed, entertained and educated. Two particular highlights for me were the bonfire (complete with smors) and the dancing (that was only interrupted when a shipped passed through the canal). Particular thanks to the Planning Committee-- Laura Broley, Jeff Irvine, Assuntina Del Gobbo, Amanjot Toor; and the volunteers-- Dianne Kenton, Kristina Wamboldt, Matt Klompmaker; Josh Farkas, Ryan Racine, Jessica Varga, Matt Chang-Kit, Tyler Plyley, David Nguyen, Mike Dube.

I would also like to applaud John Grant McLoughlin who won this year's CMS Adrien Pouliot Award. Congratulations John!

In closing, I would like each member of our group to think about participating in the CMESG executive. The call for nominations is out in this issue of the newsletter. The more nominations we get the stronger will be our organization.

With best wishes for a safe and joy filled holiday season.

au 3 juin 2014 à Edmonton à l'université d'Alberta.

J'aimerais saisir l'opportunité pour remercier nos collègues Dr. Chantal Bateau et Dr. Joyce Mgombelo pour leur travail lors de la merveilleuse conférence à Brock en mai dernier. Elles et leur équipe se sont assurées que nous soyons confortables, amusés et renseignés. Deux particularités pour moi sont le feu de camp (avec les guimauves) et la danse (qui a été interrompue lorsqu'un bateau est passé dans le canal). Un merci particulier au comité de planification -- Laura Broley, Jeff Irvine, Assuntina Del Gobbo, Amanjot Toor; à l'ensemble des volontaires-- Dianne Kenton, Kristina Wamboldt, Matt Klompmaker; Josh Farkas, Ryan Racine, Jessica Varga, Matt Chang-Kit, Tyler Plyley, David Nguyen, Mike Dube.

J'aimerais aussi applaudir John Grant McLoughlin qui a remporté le prix d'Adrien Pouliot de CMS cette année. Félicitations John!

En terminant, j'aimerais que chaque membre de notre groupe pense à sa participation au comité exécutif du groupe canadien. Un appel de nomination est dans ce numéro du bulletin. Plus nous aurons de nominations plus nous aurons une organisation forte.

Meilleurs vœux de santé et beaucoup de plaisir pour la saison de festivités qui s'annonce.

NOTICES / AVIS



<http://www.pme38.com/>



www.oame2014.ca

Forum canadien sur l'enseignement des mathématiques /

Canadian Mathematics Education Forum

Ann Arden, Richard Hoshino, Kathleen Pineau, Peter Taylor, Sarah Watson

<http://cms.math.ca/Reunions/FCEM2014/>

<http://cms.math.ca/Events/CMEF2014/>

Invitation :

Le Forum canadien sur l'enseignement des mathématiques 2014 ([FCEM](#)) se tiendra à Ottawa, Ontario, du jeudi 1^{er} mai au dimanche 4 mai 2014 à la Faculté d'éducation de l'Université d'Ottawa. Le FCEM vise toujours à réunir des participants venant des quatre coins du Canada qui partagent une préoccupation et une passion pour l'enseignement des mathématiques: enseignants du primaire et secondaire, coordonnateurs de commissions scolaires, enseignants de mathématiques au collégial et à l'université, didacticiens, étudiants des cycles supérieurs et représentants du gouvernement et du monde de l'édition.

Inspiré des activités décrites dans les références ci-dessous, le FCEM 2014 mettra l'accent sur le partage d'expériences en enseignement. Ces expériences prendront la forme de « vignettes ». Au FCEM 2014, on désigne par vignette un texte destiné aux enseignants de mathématiques dans une ou plusieurs des catégories:

- *Une activité mathématique* qui aide les élèves à comprendre un sujet ou un concept important. Une telle activité sera riche en contenu, ouverte à de nombreuses méthodes de recherche, posera un défi tout en étant accessible aux étudiants et visera plus d'un sujet du curriculum mathématique.
- *Une réflexion pédagogique* sur une question importante de l'enseignement des mathématiques. Une telle réflexion sera amenée par une tension ou un dilemme important de l'enseignement des mathématiques (par exemple, le rôle de la technologie, le défi de l'évaluation) et évoquera les efforts déployés afin de la ou le résoudre.
- *Une innovation curriculaire* qui aide les élèves à découvrir les mathématiques sous un jour nouveau. Une telle innovation relatara une histoire de réussite en enseignement des mathématiques qui a amené un changement: localement, au niveau régional, provincial ou national.

Nous invitons d'enseignants de mathématiques de tous les niveaux à [proposer une vignette](#) pour le FCEM 2014 d'ici le 10 janvier 2014.

Invitation:

The 2014 Canadian Mathematics Education Forum will be held in Ottawa, Ontario, from Thursday May 1st to Sunday May 4th, at the [Faculty of Education \(University of Ottawa\)](#). The purpose of the CMEF is to bring together from all parts of Canada, a full spectrum of participants who share a concern and a passion for mathematics education: elementary and high school teachers, school board coordinators, college and university mathematicians and math educators, graduate students, and representatives from government and publishing.

Inspired by the activities described in the references below, CMEF 2014 will focus on sharing experiences in teaching. These experiences will take the form of “vignettes”. At CMEF 2014, a vignette is a text intended for teachers of mathematics in one or more of the following categories:

- *A mathematical activity* that helps students understand an important topic or concept. An ideal activity will be rich in content, open to numerous methods of investigation, challenging yet accessible to students, and cover two or more topics in the mathematics curriculum.
- *A pedagogical reflection* on an important issue in mathematics education. An ideal reflection will be motivated by an important tension or dilemma in math education (e.g. the role of technology, the challenge of assessment) and discuss the steps that were attempted to address or resolve this issue.

- A *curricular innovation* that has helped students experience mathematics in a new light. An ideal innovation will share a "success story" of mathematics education that has inspired change: locally, regionally, provincially, and/or nationally.

We welcome teachers of mathematics, at all levels, to [submit a vignette](#) for the CMEF by January 10, 2014.

References / Références:

[1] Mathematical Sciences and Technology Projects: <http://projetsmathematiquets.com/index.php>
 [2] Caron, F. and Savard, G. (2012). Experience with the exponential Bulletin QMA, Vol. LII, No. 3, 24-41.
 [3] Caron, F. and Pineau, K. (2013). Weight Hospital: Bulletin QMA, Vol. LIII, No. 3, 47 -57.
 [4] Hoshino, R. (2013). Questions not Answers, <http://cms.math.ca/Events/CMEF2014/vignettes/Questions%20not%20Answers.pdf>.
 [5] Taylor, P. (2013). Car Goat Goat, <http://cms.math.ca/Events/CMEF2014/vignettes/car%20goat.pdf>.

MEMBERS' ACTIVITIES / ACTIVITÉS DES MEMBERS

E-Brock Bugs®: a New Free Online Math Computer Game for the Development of Mathematical Thinking



We are delighted to announce the launch of our *free* online educational computer game E-Brock Bugs (www.brocku.ca/mathematics/e-brock-bugs-game). Based on the *Brock Bugs* board game created by Eric Muller in the 1980's, E-Brock Bugs seeks to have players learn about basic probability concepts in a personalized, interactive, animated and fun way.

After selecting one of six possible in-game identities, players begin their journey to save Bug City from a band of Bullies who are controlled from afar by the all-powerful Dr. P. To do this, players must work their way through six different districts, each of which entails a new probabilistic game and Bully. Along the way, players meet an interesting cast of characters, including their guide, Bugzy, and Smarty, the very intelligent bug who has developed the theory behind each Bully's scheme. E-Brock Bugs was designed and implemented keeping in mind the principles of an epistemic computer game (Devlin, 2011), and with the goal that players will develop not only basic skills but also their ability to think mathematically, either independently or with the aid of prompts. We invite you all to play the game, have students and teachers play it, and send us your feedback.



	DISTRICT	PROBABILITY CONCEPT(S)	GAME
FIXED DISTRIBUTIONS	1	probability distribution; addition rule	Sum of Two Dice
	2	asymmetric probability distribution	Sum of Two Fibonacci Dice
	3	independent/dependent events; product rule	Sum of Two Drawn Balls
RANDOMIZED DISTRIBUTIONS	4	equally/not equally likely events	Sum of Two Spinners
	5	Binomial distribution	Spinning Seven Spinners
	6	expected value	Sum of Two Dice with Point Values
	Finale	Binomial distribution	Simulation Challenge

The probability concept breakdown by district and finale in E-Brock Bugs.

Increased Level of Difficulty and Engagement

E-Brock Bugs© Laura Broley, Chantal Buteau, Eric Muller, 2013

To access the **teacher document** summarizing the probability concepts and didactical approach in E-Brock Bugs visit: www.brocku.ca/mathematics/brock-bugs

Three decades of CMESG participation

David Reid

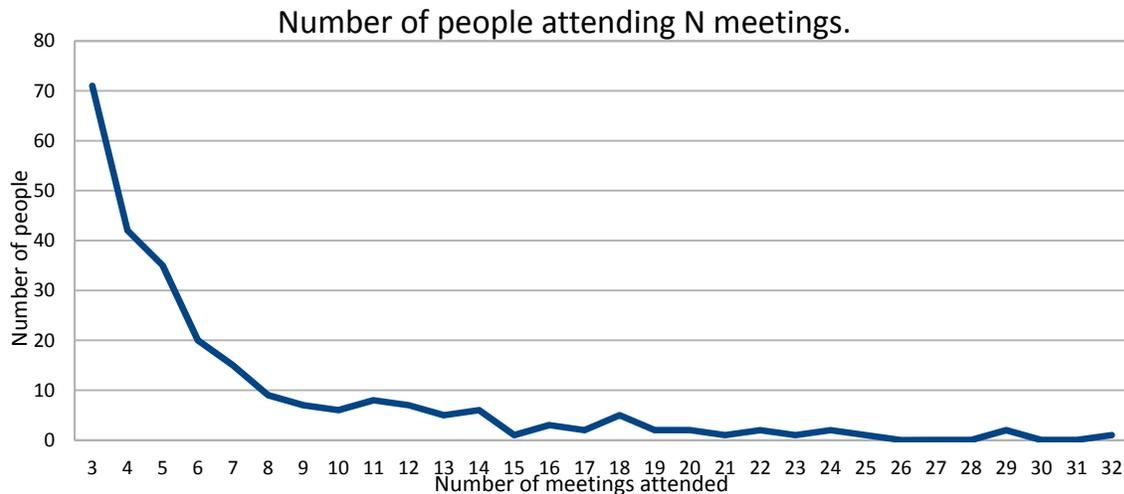
As I sat in the opening session of CMESG at Brock last May, I had the feeling that there were many more first timers than usual. And I had the feeling that when I was new to CMESG, I was among a very small group. Most CMESGers in the 1990s, according to my recollection, had attended for many years. If my impressions were correct, then perhaps the efforts of CMESG to encourage more participation by graduate students, by offering grants and reserving sessions for new PhDs, had been successful in getting more “new scholars” to attend. I spoke with a few other people, who had a similar feeling, and I wondered if I could verify this feeling.

I recalled that Peter Liljedahl had digitised all the past CMESG proceedings (without the participant lists) and put them on the website. “Aha” I thought, “Perhaps Peter has digital copies of the participant lists he can give to me, so I can do a bit of research.” I spoke to him and he was able to produce scans of the lists, from which I have extracted enough data to answer my original question, and a few more.

First, an overview. There are a total of 891 people who have attended CMESG since the 1977 meeting. Actually there may be a few more, as I don’t have the 1978 list. Or fewer, as some people changed names and I am not sure I caught all of those, and some accompanying persons may have been counted as participants. In any case, out of approx. 890 participants, 515 only attended once and 120 only attended twice. It surprised me that there were so many one- and two-timers, probably because my experience had been one of instant addiction.

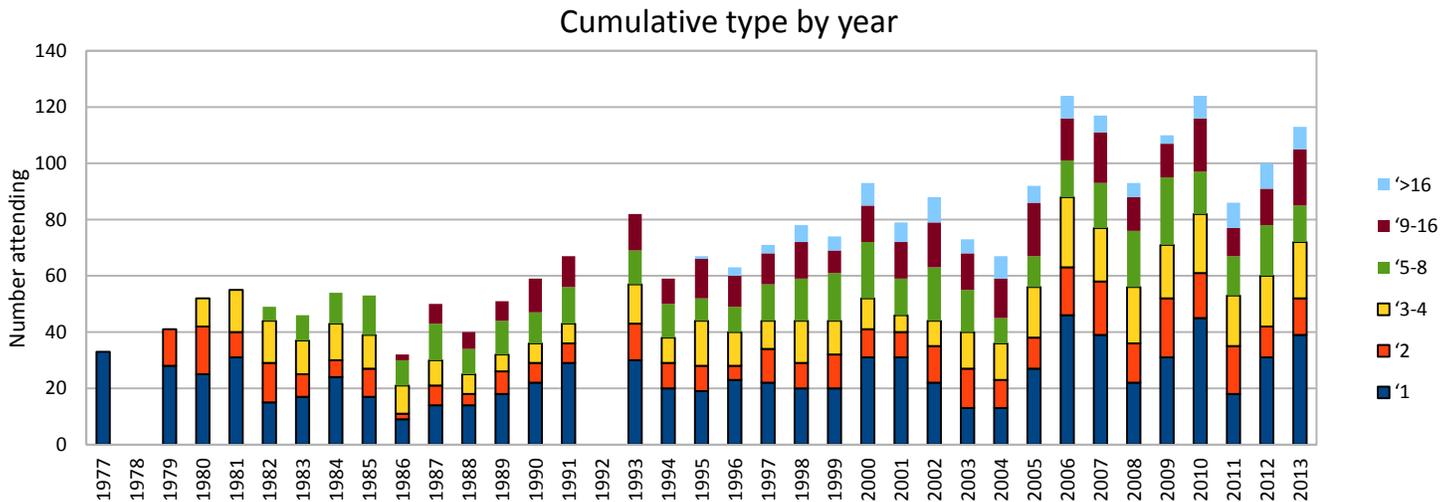
Fig.1 shows the number of people who attended three or more meetings. Not surprisingly, there are more people who attended fewer meetings. If everyone had been instantly addicted, then the graph would still descend, simply because more people have attended for the first time in the past ten years than in the past five years.

The shape of the curve in Fig.1 reminded me of radioactive half-life, so somewhat arbitrarily I grouped the data into periods of time that double. I will be using this grouping in my later analysis.



Group	One-timers	Two-timers	3-4 timers	5-8 timers	9-16 timers	17-32 timers
Number of members	515	120	113	79	43	21

Of course to answer my original question I need to know whether people are first timers, not whether they are one-timers. Everyone has been a first timer at some point. But has the number of first timers been increasing? To answer that question I needed to look at how many people had attended each meeting, and how many of those were first timers. Figure 2 shows the distribution. (Note, I have incomplete data for 1978 and there was no meeting in 1992 because of ICME.)



My impression that there were a lot of first timers at Brock was correct in one way. There were 39 first timers, the third highest number ever. At UNB in 2007 there were also 39, in 2010 at SFU there were 45 and at Calgary in 2006 there were 46. The median of first timers since 1992 is only 23. But the attendance was generally high at Brock, UNB, SFU and Calgary, so as a percentage, the number of first timers is not so unusual. Since 1992 the percentage of first timers has varied from a low of 18% (in 2003 at Acadia) to a high of 39% (in 2001 at Alberta), with a median of 31%. So Brock, at 35%, is in the top half, but five meetings since 1992 have had more than 35% first timers.

Figure 2 allows us to notice some things about CMESG's history. It seems to fall into three phases. In the first phase, from 1977 to 1989, attendance was about 50 people, with a range from 32 to 55. 1990 to 2004 is a second period, marked by a general increase in attendance, with a range from 59 (in 1990 and 1994) to 93 (in 2000), but with most meetings being attended by about 70 people. From 2005 attendance by more than 80 people, which had been the exception, becomes the rule, and the median is over 100. It is interesting to speculate as to the reason for the jumps around 1990 and 2005. Please share any theories you have with me.

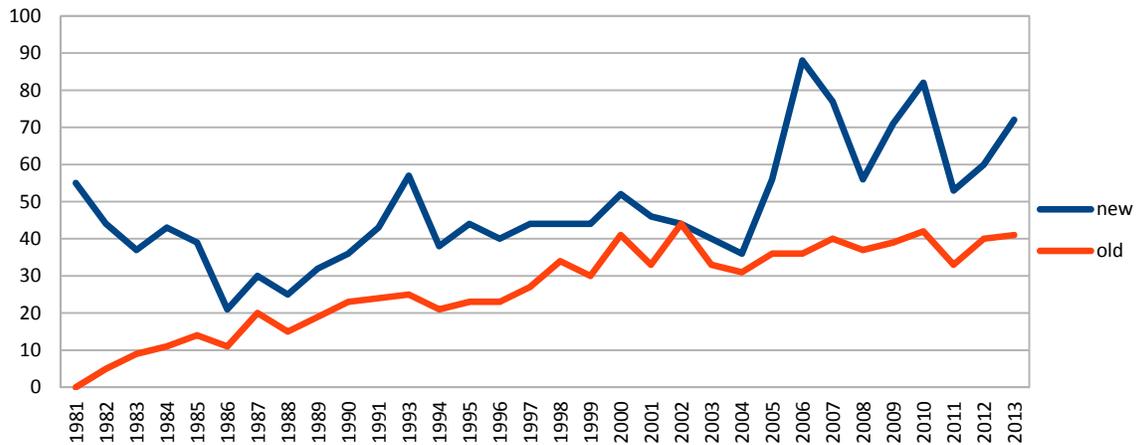
Comparing the number of old timers (here defined as having attended more than four meetings) with the number of new participants (four or fewer meetings) reveals that these three phases correspond roughly to:

- The early period when the number of old timers was increasing and the number of new participants was decreasing (up to 1986).
- The middle period when participation slowly increased, with the number of new participants being fairly consistently ten more than the number of old timers (1986-2004).
- The recent period when the number of old timers has stabilised at about 40, while the number of new participants has varied considerably from one meeting to the next, but has always exceeded the number of old timers by more than 15 (2005 on).

Recall that in 1991 I felt I was one of only a few newcomers. The data reveal that my recalled feeling is false. In fact, in 1991 there were 43 newcomers (including 29 first timers!) and only 24 old timers. This is the highest percentage of first timers (43%) after the early period. My memory is clearly not a very accurate research tool.

As I was going around at Brock chatting with people about participation, some mentioned a new possible pattern to investigate. I used to attend CMESG every year, without fail, but as my professional life and personal life have become more complicated, I have begun to skip a year here and there. Some others I spoke with also felt their attendance fit this pattern. So I looked, but it was impossible to see any patterns. Instead I noticed an impressive amount of diversity in participation.

Over the 22 years I have attended CMESG my pattern is 100% attendance for the first 11 years, and 82% for the next 11 years, for an overall average of 91%. Of the other 20 people who have attended more than 16 meetings, five have attended over 90%, and six have attended fewer than 75%. So even in this group of very committed CMESGers, some are very consistent, and others are long time attenders who have missed a year here and there.



In the 9-16 year group, there is a similar pattern. Six have attended more than 90% of the meetings between their first meeting and their most recent. Four of those have attended all of them. But of course it is easier to attend 100% of 12 meetings than 100% of 24. Seven of the people who have attended 9-16 meetings, have attended fewer than half the meetings between their first meeting and their most recent. This ranks them among our long time participants, but not among our most consistent participants.

There are also some outstanding cases, both of consistency and long term but inconsistent participation. I measured consistency by considering the meetings between the first one attended and the last one attended, and the participation rate in these. The most consistent participant attended 97% of the 33 meetings between first and last attended. This is both the highest number of meetings attended and a very high rate of consistency. Other very consistent attenders include:

- 92% of 26 meetings
- 100% of 20 meetings
- 91% of 22 meetings
- 95% of 20 meetings
- 100% of 13 meetings
- 100% of 12 meetings

The longest time span possible is 37 years (from 1977 to 2013) in which 35 meetings occurred. Only one of the attendees at the 1977 meeting was at Brock in 2013, so he is the (for the moment) the record holder for the longest time span. There are eight others who have attended for more than 30 years.

There are also a few people who stand out for the long gaps between their first meeting and their last. For example, one participant started in 1985 and has attended three meetings in total, including Brock in 2013, for a time span of 29 years and a participation rate of 11%. Another attended for the first time in 1982, and then came back again in 2004, for a span of 23 years and a 9% participation rate.

It was fun poking around in these numbers, and if you can think of any other questions worth asking of the data, let me know. Perhaps some people with exceptional attendance numbers will want to share some stories about what kept them coming over so many years, or what brought them back after such a long time away.

A response to: Three decades of CMESG participation

Jérôme Proulx

Dear David,

A short time ago, I was discussing with Ami about CMESG and its particularities. She told me about your note for the newsletter and wondered if I'd like to offer a comment to it. She felt I could contribute something interesting (between me and you, it was surely the wine speaking...). I myself was not sure I had something of interest to say, but I was tempted. Hence, I have read your note with attention, as I am always interested in those small details (I am also impressed by the sort of questions you ask and the means you take to probe into them – maybe your memory is not, but your questions are surely great research tools!).

I am not one with exceptional attendance, as I do not have many years as an active researcher in our field (you however defined me as an old-timer with your working definitions!). I do not either have theories about why some jumps happened in attendance around 1990 and 2005. But, I have new questions for you, which are in my sense probably related to the things that Ami thought were interesting to share. Some colleagues close to me won't be surprised by these questions, as I am for them often a broken record on these issues.

A first question concerns language. One particularity for me of CMESG is that both English and French are used to communicate in the conference and, even if we are mostly used to the acronym CMESG, we do have a Francophone one too in GCEDM. (I'd invite anyone to try to find a way to say in English GCEDM, in the same way we say CMESG in French! A number of members have indeed "francophonized" CMESG when they talk about the conference. But, let's be honest, francophones mostly say "le groupe canadien"...which should not be confused with "le club canadien"!)

With this particularity of both languages in mind, I ask myself: what is the ratio during all those years of French- and English-speaking attendees? Obviously when meetings are held in Québec (or very close by) then I am sure the numbers of francophones are up. But what about the other years, when the conference is held elsewhere? Are those numbers consistent? Are there ups and downs in attendance? Any jumps? Changes? I'd be very curious! (Of course, we would have to define what a francophone is, but I am sure we could use a working definition in the same way you did for old-timers without disturbing anyone. Maybe also some people could be counted as bilingual, with both languages as their "first" language.)

A second question concerns mathematics and mathematics education. Another particularity of the *groupe canadien* is that it joins people from both fields (and often wider, like teachers, teacher educators, etc., which are not always positioned in one or the other). Thus, I'd be very interested to know about the attendance of mathematicians and mathematics educators. Many think that there are fewer and fewer mathematicians attending GCEDM, but is that true? If so, when did the decrease begin? Are there many "newcomers" that are mathematicians? Are there many old-timers that are mathematics educators? Are there jumps or changes in the attendances over the years? What could explain that? (Obviously, again, we would have to define what is a "mathematician" or "mathematics educator" without disturbing anyone...)

My final and third question (or request, since *I expect you to answer them!!!*) concerns *Ad Hoc* presentations. Weird topic, isn't it? However, I am curious about the possible correlation between the number of attendees and the number of *Ad Hoc* presentations (or of the presence of the recent Gallery Walk). Are there more attendees since there is a wider possibility to do *Ad Hoc* sessions? Are those presenters more in mathematics or in math education? Is there a time when those numbers (*Ad Hoc* and attendees) "jumped" together during the years? Could that explain sudden increases?

Anyway, my questions are maybe only of personal interest, but they intrigue me deeply! I appreciated your note as an example and invitation to contemplate our history. These retrospectives enable us to reflect, to rethink our past (often to re-write it of course!), and mostly to develop new perspectives and ways of thinking about the future of CMESG, GCEDM or the *groupe canadien*. What will our *groupe canadien* be in 20 years? Who will attend and in what ways? I'm anxious to know, live and participate in it. CMESG is transformed by its participants as it transforms them in return. Thinking about what we are and how we came about is a way of participating in this continuous transformation too. For this, David, I thank you for having raised those "simple" questions – and having taken the trouble of probing into them in not so simple ways!

CMESG Editors / Les Éditeurs du GCEDM

proceedings editor / l'éditeur des actes: Susan Oesterle (oesterles@douglascollege.ca)

webpage editor/responsables du site sur l'hypertexte: Chantal Buteau (cbuteau@brocku.ca)

newsletter editor / éditeur du bulletin : Ami Mamolo (ami.mamolo@uoit.ca)

NEWS FROM THE EXECUTIVE / DES NOUVELLES DE L'EXÉCUTIF

CMESG elections 2014: Call for nominations

The two-year terms of Elaine Simmt (President) and Dave Lidstone (Member) on the Executive Committee will be ending May 31, 2014. You are invited to submit names of candidates for the two positions to Elaine Simmt (esimmt@ualberta.ca), chair of the Nomination Committee, or Laurent Theis (Laurent.Theis@USherbrooke.ca), member of the Nomination Committee, no later than January 16, 2014.

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

Élection 2014 GCEDM: Appel de candidatures

Les mandats de deux ans d'Elaine Simmt (président) et de Dave Lidstone (membre) au sein de l'Exécutif viennent à échéance le 31 mai 2014. Vous êtes invités à soumettre des candidatures pour ces deux postes à Elaine Simmt (esimmt@ualberta.ca), président du Comité de nominations, ou à Laurent Theis (Laurent.Theis@USherbrooke.ca), membre du Comité de nomination, d'ici au 16 janvier 2014.

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 à ce moment-ci de vérifier si une personne dont vous proposez la nomination accepte de se présenter.

CMESG EXECUTIVE / L'EXÉCUTIF DU GCEDM

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.

Elaine Simmt, President / Président
Department of Secondary Education
University of Alberta
email: esimmt@ualberta.ca

Lucie De Blois, Member-at-large / Membre adjoint
Faculté des sciences de l'éducation
Université Laval
email: lucie.deblois@fse.ulaval.ca

Peter Liljedahl, Vice President / Vice-Président
Faculty of Education
Simon Fraser University
email: liljedahl@sfu.ca

Miroslav Lovric, Member-at-large/Membre adjoint
Department of Mathematics and Statistics
McMaster University
email: lovric@mcmaster.ca

Viktor Freiman, Treasurer and Membership Secretary / Trésorier et Secrétaire aux membres
Faculty of Education
Université de Moncton
email: viktor.freiman@umoncton.ca

David Lidstone, Recording secretary / Secrétaire
Department of Mathematics and Statistics
Langara College
email: dlidstone@langara.bc.ca