

NEWSLETTER / BULLETIN

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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 œuvrant 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.*

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PRESIDENT'S MESSAGE DU PRÉSIDENT

Olive Chapman

Another year seems to have gone by rather quickly as we approach our next Annual Meeting in Moncton on June 5 – 9. We have another interesting, stimulating and engaging program with two plenary speakers who will add an international perspective to our mathematics education community. Thanks to all of our colleagues who accepted our invitations to be Working Group leaders, Topic Session presenters, and Panelists. Our research community continues to grow with 11 new PhDs who will be presenting their work at the meeting. If you are planning to attend, do consider sharing your work in the “Gallery Walk”. This is a poster session that allows you to display and talk about some aspect of your research or teaching with conference participants.

I refer you to the *News from the Executive* section of this newsletter, where we highlight the name change and intent of the *Ad Hoc Discussion* sessions. We are also piloting a *Mentoring Session* for interested graduate students and others. We will be holding a *Memorial Session* for our colleagues, Drs. Doug Franks, Sandy Dawson, and Medhat Rahim, who passed away in the last year. Please bring or send us your best stories/memories of them to share.

If you haven't done so as yet, you should check out our new website at www.cmesg.org. Special thanks to Dr. Peter Liljedahl who did a fantastic job redesigning, developing, and launching the site.

I look forward to seeing many of you in Moncton.

Une autre année vient de passer et nous approchons maintenant notre rencontre annuelle qui aura lieu à Moncton du 5 au 9 juin. Nous avons un programme intéressant, stimulant et riche avec deux invités en conférence plénière qui amèneront un regard international sur notre communauté de didactique des mathématiques. Merci à tous les collègues qui ont accepté notre invitation à prendre la responsabilité de groupes de travail, à faire une présentation dans le cadre des séances thématiques ou à participer à notre table ronde. Notre communauté continue de s'agrandir avec 11 nouvelles thèses de doctorat. Si vous prévoyez venir au colloque, pensez à partager votre travail à la « Galerie mathématique ». Il s'agit de présentations par affiche qui permettent de montrer et discuter de différents aspects de vos recherches ou de votre enseignement avec les autres participants au colloque.

Je vous invite à consulter les « Nouvelles du comité exécutif » afin de voir le changement de nom ainsi que les intentions des séances de « discussions Ad Hoc ». Une session de mentorat sera également organisée pour les étudiants des cycles supérieurs ou toute autre personne intéressée. De plus, nous tiendrons une séance souvenir à la mémoire de nos collègues Drs Doug Franks, Sandy Dawson et Medhat Rahim, qui nous ont quittés dans la dernière année. Si vous le désirez, envoyez ou apportez vos meilleurs souvenirs ou histoires à partager à propos de nos défunts collègues.

Si vous ne l'avez toujours pas fait, vous devriez aller visiter notre nouveau site internet www.cmesg.org. Un merci spécial à Dr. Peter Liljedahl qui a fait un travail fantastique pour revoir, développer et lancer ce nouveau site.

Au plaisir de vous voir en grand nombre à Moncton.

NOTICES / AVIS

Remembering Sandy Dawson

Eric Muller, Brock University

For me Sandy was synonymous with CMESG/GCEDM. We first met at one of the earliest meetings of the Group and soon developed a multifaceted friendship. Although our academic backgrounds differed and our university responsibilities were in distinct faculties, we found that together these differences provided building blocks for us to achieve significant systemic change within our own mathematics education environments. The seeds of CMESG were sown by David Wheeler and John Coleman. One of their objectives was to bridge the gap between mathematics educators and mathematicians and thereby enrich the development of mathematics education in Canada. Sandy and I exemplified that vision. We got together at virtually every CMESG annual meeting and my respect for Sandy grew as I got to know him – his commitment to make a difference in situations that were very challenging, his wonderful personality, and his ability to work with and communicate constructively with others. Our friendship developed as we worked together in Working Groups and in the Executive. Sandy was a non-linear thinker and during Working Groups would only speak when he felt that his contribution would be really meaningful. He had a great sense of humour which he would sometimes direct at those who were taking themselves too seriously.



When David Wheeler moved to the Vancouver area from Montreal, Sandy provided support and friendship. During that time David decided to give up editorship of *For the Learning of Mathematics*. In fact his desire was to stop its publication completely. Sandy played a major role in convincing David that the journal should continue. With some members of the Executive, Sandy worked relentlessly to develop a framework and organization to convince David that *For the Learning of Mathematics* could live on, and so it does.

Sandy was so much fun to be around. In 2005, after my retirement, I was fortunate to work with him at PREL (Pacific Resources for Education and Learning) in Honolulu. Of the many highlights in my career, working with him there ranks among the most stimulating, interesting, and educational. Wherever I went throughout the North Pacific visiting isolated island communities, his students, his graduates, and the mathematics educators who engaged in the programs he developed, all spoke very highly of him and of the good times they had and were continuing to have with him. He made everyone feel special.

One of Sandy's last contributions was in the summer of 2014, a plenary presentation at the Ethnomathematics Conference in Mozambique. He spoke about his work and accomplishments in the Pacific. This was a well-deserved recognition.

As Termen says in the novel *Us Conductors*¹ "May his memory be illuminated" for all Sandy's friends and colleagues in CMESG and beyond.

¹ Michaels, Sean. (2014) *Us Conductors*, Random House Canada, p.56

MEMBERS' ACTIVITIES / ACTIVITÉS DES MEMBERS

What is STEM?

Timothy Sibbald, Nipissing University

In recent years the term STEM (Science, Technology, Engineering, and Mathematics) has been used with increasing frequency. It seems particularly important in funding circles as a means to promote cross-curricular consideration. The challenge, however, is to determine what it means for Canadian teachers in terms of their practice and particularly how they can enact instruction in a manner consistent with the “STEM concept”. To this end, a working definition of STEM is required. As such, I consider and contrast some perspectives of STEM and offer my reflections on educational implications of these different concepts, all of which are framed in imagery of industry, economy, or technological advance.



As a start, I look at the public face of STEM that has come from the United States. At face value, the US is promoting increased efforts for graduation outcomes in STEM-related careers (US Department of Education, nd). While the statement is promoting a simple increase in the number of graduates pursuing STEM fields, there is a secondary message, highlighted by a photograph of students using a trebuchet. The photo suggests a melding of subject-specific principles into the design and construction of a device. The implication is that STEM is concerned with the fusion of different subjects as a means to promote a vision of a single area of endeavor rather than a set of discrete ones. A challenge that arises from this is that cross-curricular and inter-disciplinary points of view have organizational differences.

A slightly different point of view arises from the United Kingdom where the emphasis is placed on manufacturing and technology as an important component of the economy (National STEM Centre, nd). STEM is portrayed as arising from strong subject-specific instruction, ultimately leading to careers that require multiple subject areas for a high degree of competency. Notably, a photo on their website features wind turbines that speak to a need to address energy issues, but also represent a relatively new technology that draws on engineering capability founded in science. This last point distinguishes the UK vision from the US one; the UK promotes strong science as developing the underlying principles upon which manufacturing and engineering develop new methods.

These views of STEM suggest different emphases where strong subject orientations can, at some point, be melded or simultaneously utilized, for a practical purpose. Where they may differ is in enacting the transition from distinct subjects to hybrid uses. The trebuchet is a classic design challenge of high school physics and presents an interesting opportunity for analysis, but also for experimental approaches where experimental results can be used to improve the design. While individual activities, such as the trebuchet, fit with STEM thinking, the challenge to define STEM arises when one digs a little deeper.



In high schools, STEM may be perceived as having a need to draw awareness to career opportunities, such as might be done in a career focused course (Ontario has one in grade ten). It may also arise in the promotion of programs at universities and colleges. However, both of these are problematic for defining STEM. Career courses are necessarily broad based and exploratory in nature. They need to encompass all areas and cannot provide a STEM focus to the exclusion of other careers. Similarly, university and college presentations do not generally emphasize the career implications and seem to focus on programmatic offerings based on an assumption that students are informed.

A further challenge is that the science curriculum in secondary schools is constrained by the need to draw out the different branches of science. This would seem to contravene the STEM approach of

integration for practical purposes. It is consistent with developing in-depth knowledge in specific subjects. However, in secondary schools there is little time for building on the specific knowledge. The years prior to secondary school may require a different definition of STEM. The investigative approach used in elementary school promotes the scientific method, and in this respect, STEM seems to require a basis in observational methodology. This suggests that secondary schools could have more opportunity to take advantage of the scientific method along with the analytic tools that students are learning.

Another view of STEM is found by focusing on manufacturing informed by science and math learning. In this view, vehicle technologies and manufacturing courses play a significant role. From this point of view, technological education (not to be mistaken with technology in education) can be informed by science and mathematics. While this may be ideal for economic development, the number of curricular courses needed to thoroughly represent the three disciplines hinders the approach. This suggests that STEM might be more appropriate to colleges and university programs. Ejiwale (2014) has written about the challenges in a university context. He notes that there is sense in considering business playing a role particularly if one is motivated by the manufacturing point of view.

In terms of a working definition, it is suggested that teachers in different parts of the school system may require different definitions of STEM to suit their particular circumstance. In elementary schools, model building, observation, and display of information support future development of analytic tools including the scientific method and data analysis. This approach is most closely aligned with the US vision of STEM and is likely to improve interest in STEM subject areas. In secondary schools, it may be most appropriate to define STEM differently for students who focus on science courses and those who focus on technological courses. A science emphasis that develops scientific principles fits with the UK vision. In terms of tech courses a focus on manufacturing that is informed by mathematical analysis is more appropriate. This fits with both the US and UK visions of STEM presented here. If improving existing designs is the focus, as the trebuchet suggests, that would fit with the US portrayal of STEM. However, if new materials or novel design problems are included then that appears to fit the UK vision better. It may be that improving designs is a good learning ground in early high school, while new materials and design development fit better with the later grades.

What is clear from the different standpoints is the need for more discussion. A Canadian vision does not need to be distinct, but without discussing the different visions that exist, we cannot hope to develop consensus. It is the need for consensus that can help focus existing efforts in a manner that will fit our Canadian needs.

References

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*The need for discussion on STEM seems to be felt country-wide. In April 2015, the Council of Canadian Academies published the report **Some Assembly Required STEM Skills and Canada's Economic Productivity: An Expert Panel on STEM Skills for the Future***

Peter Taylor (Queen's University) was part of this panel and shared the link along with a few words:

*“here's the link: <http://www.scienceadvice.ca/en/assessments/completed/stem-skills.aspx>
CMESG is mentioned in the acknowledgements. Chap 5 was written with much good input from CMESG folks.”*

An Overview of the New Two-Year B.Ed. Programs in Ontario

Asia R. Matthews, Queen's University

Ontario recently implemented policy requiring all consecutive Bachelor of Education programs to change from one-year to two-year degrees. This report compares information on the new offerings for Intermediate/Secondary stream, gathered from the program websites (available at the time of writing) of Brock, Lakehead, Laurentian, Nipissing, Ottawa, Queen's, Trent, UOIT, UWO, Wilfred Laurier, Windsor, and York. It focuses on the distinguishing features being promoted by the different programs. I must assert that this research is not exhaustive, though I have tried to be careful, thorough, and unbiased. My apologies for any missed details. I hope this review can provide departments with some feedback on the online 'face' of their B.Ed. programs, as well as highlight the unique strengths of each.

Core Curriculum

The following briefly compares the exceptional details that appear in the Intermediate/Senior foundation courses (with the exception of Laurier which does not offer an I/S stream).

Windsor offers *Aboriginal Ways of Knowing: Cultural, Political & Linguistic Contexts*, the only compulsory course addressing issues in First Nations education. Issues of *School and Society* are addressed at both Brock and Ottawa. The transition to professional practice is addressed at Brock in *Professional Learning Communities*, at Laurentian in *Profession enseignante et insertion au milieu du travail*, at Ottawa in *Becoming a Teacher Through Inquiry in Practice*, and at Queen's in *Theory and Professional Practice*. Issues related specifically to the I/S curriculum and students are highlighted in the compulsory course *Teaching across the Intermediate/Senior Curriculum* at Ottawa. Laurentian is the only school requiring all I/S candidates to take nine separate courses covering school subjects, for example, *Sciences at technologie*, *Études sociales*, and *Arts*, while Nipissing requires all students to take three dedicated I/S school subject courses, including *Language and Literacies*, and *Mathematics*. At UOIT all students are required to take *Mathematical Thinking and Doing*.

Technology is prominent across many faculties. Brock (*ICT for Teaching and Learning: Understanding the Impact of Technology on Classroom Instruction*), Laurentian (*Éducation et nouvelles technologies*), Nipissing (*Technology Enriched Teaching and Learning*), and York (*New Media Literacies and Culture*) each have compulsory courses in information and communication technologies in education. UOIT, with their identified focus on technology, required three such courses: *Digital Literacies/ICT*, *Learning in Digital Contexts*, and *STEM: Coding and Communication*.

Program Options

The programs in most schools begin in Fall 2015 and run the usual Fall/Winter semesters. Two schools offer continuous instruction with the first program at Queen's running May 2015 to August 2016, and at UOIT running September 2015 to December 2016. The latter uniquely provides the entire third semester online. While most programs are taught in English, the University of Ottawa provides instruction in English or French, while Laurentian's B.Ed. program is offered in French only. A few faculties offer unique program concentrations in the form of pre-designed cohorts focused on contemporary or interdisciplinary issues. Electives are required to be taken from within one concentration. (See the Figure below.)

The University of Ottawa is explicit that these program concentrations for each cohort are part of their foundational and subject-specific courses. It not clear, from a brief and inconclusive search of online program descriptions, if this is also the case at Queen's, UWO, and Windsor. It is possible that the titles describe a few elective courses built into the curriculum – a small portion of the program, but a great marketing demonstration. UWO also appears to offer a B.Ed. in Technological Information, but it is not clarified on the program website if this is part of their STEM concentration.

Ottawa	Queen's	UWO	Windsor
<ul style="list-style-type: none"> ❖ Comprehensive School Health ❖ Developing Global Perspectives ❖ French ❖ Innovation, Imagination and Creativity ❖ Urban Education 	<ul style="list-style-type: none"> ❖ Aboriginal Teacher ❖ Artist in Community ❖ Outdoor & Experiential Ed ❖ Technological Ed 	<ul style="list-style-type: none"> ❖ Early Years Ed ❖ French ❖ International Schools ❖ Psychology of Achievement, Inclusion, & Mental Health ❖ STEM ❖ Urban Schools 	<ul style="list-style-type: none"> ❖ Aboriginal Culture ❖ Ecology & Wellness ❖ Guidance and Career Education ❖ LEAD (At-risk) ❖ Urban Education
3 electives	1-3 electives	1 elective	1-2 electives

Rather than cohorts, **Laurier** has themed semesters: (1) Building Foundations in Teaching; (2) Building Content Knowledge; (3) Reaching Every Learner; and (4) Connecting Foundations and Content to Reach Every Learner. They offer electives in special education, English language, equity and diversity, Aboriginal Issues, mental health issues, and self-regulated learning, but it is not clear how many of these courses are required. **York** offers consecutive education specializations in Mathematics, Technological, Deaf and Hard of Hearing, and Jewish Teacher Education, but their current course information is unavailable. At **UOIT**, two electives are required from: Indigenous Art, Pedagogy of the Land, Environmental Education, Outdoor Education (Backpacking or Winter Adventure), Catholic Education, Kindergarten, ESL, and Teacher as Coach. **Brock** advertises specialized courses in inclusive education, teacher as researcher, teaching with technology, and special education, and also offers ECE, Technological Education, and Aboriginal Adult Education degree specializations. **Trent** offers collaboration with Arts & Science dept. and the wider community, special needs education; a gaming lab, and an eco-mentorship certificate. At **Nipissing** electives are taken in addition to regular courses, and are not required. There is no elective course listing or schedule available on Lakehead or Laurentian's websites.

Philosophy and Pedagogy

A search through the education department websites, mission statements, and program documents offers the following program goals and pedagogical themes. At **Brock**, social justice, scholarship, and service are fundamental; this is supported by a core curriculum focused on legal policy and on special needs. A learning-centered pedagogy is grounded in theory and promoted through the process of learn, practice, reflect. **Lakehead** is committed to "life-long learners who care about the welfare of others and the environment" and to Aboriginal peoples. A learning-centered pedagogy is grounded in research, including pedagogical content knowledge. Educational values at **Nipissing** are critical thinking, humane values, and the practical skills of a life-long learner. Research into practice is the name of the game. The University of **Ottawa** promotes autonomous thinking and critical examination through face-to-face, online, and mixed modes pedagogies. At **Queen's**, critical reflection, collaboration, and social justice are emphasized, and teacher education candidates are expected learn ways to integrate theoretical, practical, and experiential knowledge. At **Trent**, small class settings, and a community-based approach support their commitment to social justice, environmental well-being, collaboration, the individual, the community, and technology. Experiential learning is promoted. **UOIT** endorses experiential learning as well, and places a great deal of focus on technology. They advertise

inquiry and problem solving methods. **UWO**'s message is, succinctly, truth, justice, equity, and peace. **Laurier** encourages inquiry, reflection, and collaboration through practice with their learn-by-doing model. They also emphasize technology and claim to have made a commitment to infuse Aboriginal issues into each course. **Windsor**'s philosophy of education emphasizes social justice, equity, diversity, interconnection, and community. Their pedagogy is the most well-described of all: incorporating constructivist progressive, learning/student-centered education through active learning, authentic activities, integration of prior experience, and transformative & reflective practice. **York** supports diversity, equity, social justice, and local and global classrooms and communities by helping to develop teaching practices that are responsive to the needs of diverse learners.

Teaching Subject courses in the I/S stream vary from program to program. Nearly all Schools, not surprisingly, offer English, History, Mathematics, and Sciences. UOIT, with the smallest number of teachables, is the only school that does not offer music or visual arts. York provides the largest number of teachable subjects.

Practicum

The new guidelines require at least 80 days of practicum. In most programs the schedule ranges from 10-12 weeks (Laurentian, Brock & Nipissing), to 13-16 weeks (Lakehead, UOIT, UWO, Windsor, & York), to 19-20 weeks (Ottawa, Queen's, & Trent). The Professional Development School model adopted by Laurier promotes the pedagogy of learning-by-doing, with 2 days a week in classrooms throughout the two year program, and 5 block-placements, for a total of 40 weeks of practicum.

Alternative practicum is available through most departments. Examples include: abroad in international schools, Section 23 programs, KidsAbility, museums, and outdoor education centres. Lakehead offers an optional 4-week practicum in China.

Mathematics

Laurentian, Nipissing and UOIT require all teacher candidates take dedicated mathematics courses. Laurentian has two, *Mathématiques et littératie financière* and *Numératie critique au XXI^e siècle*, while Nipissing (*Mathematics for the Intermediate and Senior Divisions*) and UOIT (*Mathematical Thinking and Doing*) each require one.

Teaching Subject	Brock	Lakehead*	Nipissing	Ottawa	Queen's	Trent	UOIT	UWO	Windsor	York**
Business Studies (general)		o						o	o	o
Business – Accounting	o			o	o	o				o
Business – Info&Com Tech	o									o
Computer Studies				o	o	o				o
Dramatic Arts	o			o	o	o		o	o	o
English	o	o	o	o	o	o	o		o	o
Environmental Science		o								o
Family Studies								o		o
French as Second Lang.	o	o	o	o	o	o		o	o	o
Geography	o	o	o	o	o	o			o	o
Health & Physical Ed.	o	o	o			o	o	o	o	o
History	o	o	o	o	o	o	o	o	o	o
Mathematics	o	o	o	o	o	o	o	o	o	o
Music – Instrumental		o	o	o				o	o	o
Music – Vocal		o		o				o		o
Native Studies		o		o	o					o
Religious (Catholic) Ed.			o	o				o		o
Science (general)	o	o					o	o	o	o
Science – Biology	o	o	o	o	o	o	o	o	o	o
Science – Chemistry	o	o	o	o	o	o	o	o	o	o
Science – Physics	o	o	o	o	o	o	o	o	o	o
Social Sciences (general)		o						o	o	o
Visual Arts	o	o	o	o	o	o		o	o	o

*Lakehead also offers a teachable in Native Languages
 **York also offers teachables in Business Entrepreneurship, Classical Studies (Greek or Latin), Dance, Economics, International Language (German, Italian, Spanish), Law, Philosophy, and Politics.

Teaching Subjects for Intermediate/Senior Stream

NEWS FROM THE EXECUTIVE / DES NOUVELLES DE L'EXÉCUTIF

News from the Executive

Report of the Nominations / Elections Committee 2015

Regular members were invited to participate in the election for the CMESG/GCEDM Executive. 55 of the regular members voted in the 2015 Elections. Here are the results and the terms of office of our elected members:

Viktor Freiman (acclamation), treasurer of CMESG/GCEDM, 2015-2017

Lisa Lunney Borden, member of the executive of CMESG/GCEDM, 2015-2017

Congratulations to the newly elected CMESG Executive members. Sincere thanks to those members who let their names stand for election. Our organization was very fortunate to have a strong list of nominees for the elections.

There was no election for members of the FLM Board of Directors this year.

The members of the CMESG/GCEDM Nominations & Election Committee were Elaine Simmt, Chair, (esimmt@ualberta.ca) and Peter Liljedahl (liljedahl@sfu.ca).

Name change of "Ad Hoc Presentations"

You will notice that in the program for the 2015 Moncton meeting we have changed the title of the "Ad Hoc Presentations" to "Ad Hoc Discussions". This is to emphasize that Ad Hoc sessions are not presentations of research but opportunities to explore an idea with people who share an interest in it. So while Ad Hocs could be related to research, the intent is for them to engage the audience in discussion or conversation about a specific topic. As such, only topics in the form of questions will be accepted in the program. The

Nouvelles du comité exécutif

Rapport des nominations et élections du comité 2015

Les membres ont été invités à participer à l'élection du comité exécutif du CMESG/GCEDM. 55 membres réguliers ont voté aux élections 2015. Voici les résultats de ces élections :

Viktor Freiman (par acclamation), trésorier du CMESG/GCEDM, 2015-2017

Lisa Lunney Borden, membre de l'exécutif du CMESG/GCEDM, 2015-2017

Félicitations aux nouveaux élus du comité exécutif du GCEDM. Nous remercions sincèrement tous les membres qui se sont présentés comme candidats aux élections. Notre comité a été chanceux de compter sur une liste de candidats solides. Il n'y a pas eu d'élection pour le comité de direction du FLM cette année.

Les membres du comité des nominations et des élections du CMESG/GCEDM sont Elaine Simmt, Présidente (esimmt@ualberta.ca) et Peter Liljedahl (liljedahl@sfu.ca).

Changement de nom pour les « Présentations Ad Hoc »

Vous pourrez noter que nous avons changé le titre des « Présentations Ad Hoc » pour « Discussions Ad Hoc » dans le programme de la rencontre 2015 à Moncton. Ce choix a été fait pour souligner que les séances Ad Hoc ne sont pas des présentations de recherches, mais plutôt une opportunité d'explorer une idée avec des gens intéressés eux aussi par ce sujet. Bien que les discussions Ad Hoc puissent être liées à la recherche, l'intention de ces séances est de permettre aux participants de discuter autour d'un sujet spécifique. Dans cet esprit, seulement les propositions sous forme de questions seront acceptées. Les questions peuvent

questions could be pre-determined or could emerge during the meeting. In either case, Ad Hoc leaders must not plan power-point presentations and will not have access to equipment or space to support them.

Mentoring Session

At the request of some of our graduate students, the executive has decided to pilot a “Mentoring Session” at the 2015 Moncton meeting. The session will be informal and will occur during the first lunch on Saturday, June 6. Interested participants will work individually and/or in small groups with a mentor. Location and details will be provided at the opening session of the meeting.

Memorial Session

A memorial session at the 2015 Moncton meeting is planned for Sunday June 7 during the lunch period for the following of our colleagues who passed away in the last year:

Dr. Doug Franks [past-treasurer of CMESG / GCEDM]

Dr. Sandy Dawson [past president of CMESG / GCEDM]

Dr. Medhat Rahim [past host of CMESG/GCEDM annual meeting]

We invite conference participants to join in sharing memories and honouring their contributions to our organization. Location will be announced at the meeting.

être prédéterminées ou émerger pendant les rencontres. Dans les deux cas, les responsables d’une discussion Ad Hoc n’ont pas à préparer de présentation PowerPoint et n’auront pas accès à l’équipement et l’espace qui permettraient leur utilisation.

Séance de mentorat

À la demande de plusieurs étudiants des cycles supérieurs, le comité exécutif a décidé de prévoir une « Séance de mentorat » pendant la rencontre 2015 à Moncton. La séance sera informelle et aura lieu pendant le dîner de la première journée de la rencontre, soit le samedi 6 juin. Les participants intéressés travailleront individuellement ou en petits groupes avec un mentor. Le lieu et les détails seront donnés à la séance d’ouverture de la rencontre.

Séance souvenir

Une séance à la mémoire de nos collègues qui sont décédés pendant la dernière année aura lieu le dimanche 7 juin pendant le dîner. Nous nous souviendrons de :

Dr. Doug Franks [a été trésorier du CMESG/GCEDM]

Dr. Sandy Dawson [ancien président du CMESG/GCEDM]

Dr. Medhat Rahim [a été hôte pour une rencontre du CMESG/GCEDM]

Nous invitons les participants à la rencontre à partager des souvenirs ou à honorer la contribution de nos défunts collègues. Le lieu de la rencontre sera annoncé pendant le colloque.

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.

Olive Chapman, President / Président
Werklund School of Education
University of Calgary
email: chapman@ucalgary.ca

Caroline Lajoie, Secretary / Secrétaire
Département de mathématiques
Université du Québec à Montréal
email: lajoie.caroline@uqam.ca

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

Donna Kotsopoulos, Member-at-large/Membre adjoint
Faculty of Education
Wilfrid Laurier University
email: dkotsopo@wlu.ca

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

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

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