

NEWSLETTER / BULLETIN

April 2010

26 (2)

Avril 2010

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

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

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

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

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

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

IN THIS ISSUE / DANS CE NUMÉRO

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

- President's message du président 2
- Members' activities / Activités des membres 4
 - Report on "Bridging Mathematics to Mathematics Education" – Walter Whiteley 4
 - New developments in the M.T.M. program at Concordia Univeristy – Anna Sierpiska 5
 - On the lighter side – Member profiles 5
 - Stewart Craven 5
 - Angela Smart 6
- News from the Executive / des Nouvelles de l'Exécutif 7
 - Charitable donations program 7
 - Report of the Nominations/Elections Committee 8
 - Programme de dons de bienfaisance 7
 - Rapport du comité de nomination/sélection du GCEDM 8
- CMESG Editors / Les éditeurs du GCEDM 9
- CMESG Executive / L'exécutif du GCEDM 9

PRESIDENT'S MESSAGE DU PRÉSIDENT

Florence Glanfield

I would like to thank those executive members whose terms will be complete at the end of the annual conference in May: Walter Whiteley who completes his two year term and served this past year as vice-president, Laurent Theis who completes a one-year term as a co-opted member and served as secretary, and Eva Knoll who also completes a one-year term as a co-opted member and served as program coordinator.

Thanks to Doug Franks, treasurer, and Peter Liljedahl, member-at-large, who also served on the Executive this past year and who will continue in their roles until 2011. Together the six of us worked together to plan the program for the 2010 annual conference and considered the way in which the constitutional changes made in 2009 were to impact the practices of the organization. It was a year of interesting email conversations. It's been an honour to work with each of you and to come to know you.

The 2010–2011 executive will include Elaine Simmt (president), Doug Franks (treasurer), Peter Liljedahl and Laurent Theis (elected members-at-large), and Chantal Buteau and Eva Knoll (co-opted members-at-large). On behalf of the members of the organization, a special thanks to each of you for saying 'yes' when nominated or invited to serve on the Executive.

On a Personal Note

I joined the CMESG/GCEDM community in 1996 when I attended the meeting at Mount Saint Vincent University in Halifax. I remember fondly the first 'pizza run' and sensing that there was certainly a community. At the end of that first meeting, I don't think I quite realized the way in which this community operates. After 15 years as a member and 6 years on the executive I believe I've come to understand the richness of the community we call CMESG/GCEDM. From this perspective, I share with you the following reflections.

Historically the community came together so that there was a place for mathematics educators (at all levels of education) to come together to study topics. I've decided to use the phrase mathematics educators to describe those individuals who are engaged in the practice of mathematics education in departments of mathematics (and/or statistics), in faculties/departments of education, in schools, and in organizations. In other words, I believe that there is a space for any mathematics educator in Canada to belong to the CMESG/GCEDM.

Je voudrais commencer par remercier les membres du comité exécutif dont le mandat se termine lors de la rencontre de cette année à Simon Fraser : Walter Whiteley achève son mandat et aura assuré la vice-présidence pendant la dernière année; Laurent Theis complète une année de service comme membre sans affectation particulière et a servi de secrétaire; et Eva Knoll a servi de membre sans affectation particulière et de coordonatrice du programme.

Des remerciements sont dûs également à Doug Franks, trésorier, et Peter Liljedahl, membre sans affectation particulière, qui auront aussi servi le comité exécutif durant l'année qui s'achève, et qui vont continuer dans leurs rôles jusqu'en 2011. Ensemble, nous six avons œuvré à la planification du programme de la rencontre annuelle de 2010 et considéré comment diverses modifications faites à notre constitution en 2009 vont influencer les pratiques de notre organisation. Ce fut une année de conversations virtuelles passionnantes et ce fut un honneur de travailler avec chacun de vous et d'apprendre à mieux vous connaître.

Le comité exécutif de 2010-2011 inclura Elaine Simmt (présidente), Doug Franks (trésorier), Peter Liljedahl et Laurent Theis (membres élus sans affectation particulière), et Chantal Buteau et Eva Knoll (membres cooptés sans affectation particulière). De la part des membres de l'organisation, je vous remercie sincèrement d'accepter la nomination ou l'invitation à contribuer au comité exécutif.

Une note personnelle

J'ai rejoint la communauté du GCEDM/CMESG en 1996, lors de la rencontre de l'Université du Mont Saint Vincent, à Halifax. J'ai des souvenirs chéris de la première « course à la pizza », et le sens communautaire des personnes alors réunies. À la fin de cette première réunion, je ne crois pas avoir eu un sens véridique du fonctionnement du groupe. Après 15 ans de participation, dont 6 dans le comité exécutif, je crois avoir compris la richesse de cette communauté appelée GCEDM/CMESG. Depuis ce point de vue, laissez-moi exprimer quelques pensées.

Historiquement, la communauté s'est réunie afin de créer un contexte pour discuter et étudier des thèmes pertinents, avec des éducateurs mathématiques à tous les niveaux. J'ai décidé d'utiliser l'expression « éducateurs mathématiques » au sens large incluant tous ces individus qui sont engagé dans une pratique d'enseignement des mathématiques, que ce soit dans des départements de mathématique (et/ou statistiques), des facultés/départements d'éducation, des écoles, et d'autres organisations. Autrement dit, je considère qu'il y a de la place, au GCEDM/CMESG, pour tout type d'éducateur en mathématique.

There is a range of individual and collective experiences within the CMESG/GCEDM community. Our community is strong because we've learned ways to learn from, and embrace, diversity.

There are many individuals in Canada who support the CMESG/GCEDM. We may not see them at every annual meeting; but they respond 'yes' when they are invited to participate in some way. We are very fortunate for this; many of these individuals are a part of the stories that form the fabric of this organization. I've appreciated the wisdom and guidance that each of these individuals provide.

The executive works hard to stay true to the idea of 'studying' while planning the program for an annual meeting.

Individuals who are a part of the CMESG/GCEDM community and those individuals who are not a part of the CMESG/GCEDM community are regularly invited to participate in the annual conference in order for the CMESG/GCEDM community to learn of multiple perspectives around the study of a particular topic. Those individuals, working group leaders and topic session leaders, volunteer their time and expertise when they agree to participate.

Graduate students in Canada are considered regular members of the CMESG/GCEDM. This means that graduate students are invited to participate in all aspects of the community; they may run for office on the Executive; and they may be invited to participate as working group leaders. When I was a graduate student I also learned of the tremendous support that the CMESG/GCEDM community provided me for thinking through ideas. It was a space to learn about how to talk about my thinking and to learn how to share my research thinking.

It has been an honour to serve on the Executive of the CMESG/GCEDM for the past 6 years; thank you for letting me contribute to this amazing organization.

Dates for the 2011 Meeting in St John's

The 2011 CMESG/GCEDM annual conference will be hosted by our colleagues at Memorial University. The conference dates are June 10 – 14. Put these dates in your calendar now!

Preparing for Simon Fraser University

Peter Liljedahl and colleagues at Simon Fraser University along with team of volunteers have been preparing for our visit to Burnaby May 21 – 25. We look forward to seeing you there! Please register as soon as you are able. All of the information – program and registration – can be found on the website, <http://publish.edu.uwo.ca/cmescg/>

Il y a une grande variété d'expériences autant individuelles que collectives au sein du GCEDM/CMESG et la force de notre collectivité vient de ce qu'elle est diverse et sait faire valoir cette diversité.

Il y a par ailleurs de nombreux individus qui, à leur façon, ont soutenu le GCEDM/CMESG. Nous ne les voyons pas à chaque rencontre annuelle, mais si nous leur demandons de contribuer, ils acceptent chaleureusement. Cette circonstance nous privilégie car plusieurs de ces individus font partie intégrante du tissu de notre organisation et j'ai eu maintes occasions d'apprécier leur sagesse et leur appui.

Le comité exécutif fait de nombreux efforts, chaque année durant la planification de la rencontre, pour rester fidèle à cette idée d'« étude ».

Autant les membres que les non-membres du GCEDM/CMESG sont invités, chaque année, à participer à la rencontre, afin d'assurer un influx de perspectives multiples autour des questions posées par un thème ou un autre. Ces individus, responsables de groupes de travail et de séances thématiques consacrent leur temps et leur expertise, à titre bénévole, quand ils acceptent de participer.

Les étudiants de deuxième ou troisième cycle dans une université canadienne sont considérés être membres à part entière. Ils sont donc invités à participer, au même titre que les autres membres, à l'organisation : ils peuvent se présenter pour faire partie du comité exécutif, et pour servir de responsables de groupe de travail. Au temps de mes études supérieures, j'ai moi-même profité du soutien prodigieux que la communauté du GCEDM/CMESG a contribué au développement de mes idées et recherches, et de la manière de les exprimer.

Ce fut un honneur de servir au sein du comité exécutif du GCEDM/CMESG ces six dernières années; merci à tous de m'avoir donné la chance de contribuer ainsi à notre superbe organisation!

Dates de la rencontre 2011 à Saint Jean de Terre-Neuve

Nos collègues de l'Université de Memorial nous accueilleront chez eux lors de la conférence annuelle CMESG/GCEDM de 2011. Les dates provisoires sont du 10 au 14 juin 2011, dates que vous devez d'inclure dans votre calendrier.

Les préparatifs pour l'Université Simon Fraser

Peter Liljedahl et sa meute de bénévoles nous attendent à Burnaby du 21 au 25 mai 2010. Nous avons bien hâte de vous rencontrer. On vous demande de vous inscrire au plus tôt. Vous trouverez l'information touchant le programme et l'inscription en cliquant le <http://publish.edu.uwo.ca/cmescg/>

MEMBERS' ACTIVITIES / ACTIVITES DES MEMBRES

REPORT ON "BRIDGING MATHEMATICS TO MATHEMATICS EDUCATION"

Walter Whiteley, York University

Last June, we hosted a one-day workshop on Bridging Mathematics to Mathematics Education at York. Some materials from the discussions can be found at http://wiki.math.yorku.ca/index.php/Math_to_Math_Ed.

More recently, I participated in a Special Session at the Sectional American Mathematical Society Meeting #1057 in Lexington on 'Mathematical Outreach', which is another phrase used in math departments to describe collaborations between people in mathematics departments and people in Mathematics Education – both in Faculties of Education and in the K-12 schools.

There are two themes from this recent session that I want to raise for members of CMESG:

(a) *the importance of making this work a collaboration, based on respect and an awareness of distinct contributions which each participant can make.*

One interesting observation was that drawing classroom teachers into the work has been found to generate more effective collaboration.

(b) *the need for a 'support community' for members of mathematics departments who are working at engagement with the preparation of pre-service teachers, support of in-service teachers, and the development of undergraduate pedagogy.*

This transition takes time and energy, and challenges the traditional career paths within a mathematics department. Without a support community, it is a substantial risk for any pre-tenure faculty member, or any faculty member working towards a promotion to engage in this work with a major investment of time. With a support community, it is possible to negotiate these hazards and be more effective in both our internal work within mathematics departments and within broader collaborations.

Both of these are areas where CMESG has contributed and can continue to contribute. Our working groups, ad hoc sessions, and other activities within CMESG promote collaborative practices and deeper respectful conversations than most settings where people sharing an intensive interest in mathematics meet, talk and develop ways of working together. This is something of great value and is a rare feature on an international scene. It is well worth celebrating!

Faculty and students in mathematics departments who participate in CMESG have self-identified with a strong interest in mathematics education. Those of us with extended experience are visible. We become available to assist others with advice, support, options, and contributing letters into files, when asked. Going forward, it will be significant that CMESG continue to search for, and find, ways to draw in such a community of support in order to better support our internal diversity and our external impact. For example, an active effort has been made to include at least one person from a mathematics department within the CMESG executive – and I encourage a continuation of this. Perhaps an ad hoc session at the next CMESG could consider other ways to offer career support?

NEW DEVELOPMENTS IN THE M.T.M. PROGRAM AT CONCORDIA UNIVERSITY

Anna Sierpinska, Concordia University

Concordia University in Montreal has recently hired a new professor in mathematics education, Dr. Nadia Hardy, to support the Master in the Teaching of Mathematics (M.T.M.) program. She brings with her a youthful energy, broad interests and eagerness to supervise graduate students in mathematics education. She is particularly interested in the history of mathematics education and institutional aspects of mathematics teaching and learning. Her PhD thesis, titled “Students’ models of the knowledge to be learned about limits in college level calculus courses. The influence of routine tasks and the role played by institutional norms”, is available from Nadia Hardy's website <http://www.nadiahardy.com>. Anna Sierpinska, the director of the M.T.M. and Nadia Hardy will be happy to accept more students into the program and offer them quality supervision, whether they are interested in improving their teaching at the high school level, aspire to teach in a college, or wish to pursue their research interests at the doctoral level.

ON THE LIGHTER SIDE – MEMBER PROFILES...

Name: Stewart Craven

Present Position: teacher at Ontario Science Centre Science School

An early memory of mathematics: I remember two things from my childhood. When I was quite young, my father brought home columns of ledger figure sums that he claimed needed to be “rechecked.” I became very adept at adding these long lists. In high school, I remember persevering at finding the height of a triangular based pyramid comprised of cannon balls.

An experience that has motivated your current research interest: Right now I am most concerned about what mathematics is necessary for one to be a “numerate” citizen in a highly technological world. Having taken part in curriculum review over the dozen years or so, I have not been convinced that we start with the “end in mind.” Are we funneling too many high school students towards calculus? Are we ensuring that high school students have enough statistical/probabilistic sense? Mathematical aesthetic sense? Geometric sense? When I retire from the classroom these are some of the questions that I intend to pursue.

A great mathematics education moment you experienced: The most magical mathematics experience that I have ever had was at a math camp that I organized almost 20 years ago on a cold February weekend. In attendance at an outdoor education centre outside of Toronto were 40 grades 9, 10, and 11 students, 15 teachers, and my daughter. On a crystal clear Saturday evening, we continued our fractal theme with a beautiful slide show. The response was unbelievable – you could hear a pin drop. We ended the evening hiking through the enchanted forest while the snow gently fell. Beauty and mathematics juxtaposed. It can’t get better than that.

A fond CMESG memory: There are so many favourite times at CMESG. I remember all of working groups vividly! I think on the social side Quebec City stands apart. I will never forget the restaurant in the cellar and in particular the spontaneous singing that made us all feel so privileged to be among such friends and colleagues.

A great mathematical moment in a movie or book: The play “Proof” is a fascinating look at not only proof in a mathematical sense but also proof in terms of human relationships. I would highly recommend the play but the movie isn’t a bad second best.

A great mathematician: Mathematicians like Benoit Mandelbrot introduced the world to computer generated images of fractals. It is amazing that so many natural constructs are fractals as well as the very structure of African villages (Ron Eglash, Tedtalk). To me the beauty of these images and the sense of the infinite hopefully is a great inducement for some young people to study mathematics.

A great teacher you had: Rad de Peiza, I would say is the most influential “teacher” that I have ever had. Although I never sat in one of his classes he has acted as a mentor for me for almost 25 years. His passion for mathematics and kids is unsurpassed. His influence on me is incalculable!

Name: Angela Smart

Present Position: PhD student at the University of Ottawa, studying under Chris Suurtamm

An early memory of mathematics: I grew up in Edmonton until I was ten years old and experienced some of the coldest winters on record. I remember when I was very young, maybe seven, I figured out how to add and subtract negative numbers all on my own. This was particularly a big deal because I did not really know what negative numbers were, I just knew that they could go to at least -40 on a cold day. I remember drawing my own representation of a number line including negative numbers (this one vertical like a thermometer) and demonstrating to my father how it worked. He was encouraging and wrote me out little equations with positive and negative numbers to work on.

An experience that has motivated your current research interest: Currently I am planning to research students' use of multiple representations in introductory Calculus and how institutional expectations may influence this use. I became interested in this after years of experience tutoring undergraduate students at university. While tutoring I started to recognize that some people preferred to use only one type of representation when solving, or if they did incorporate other types of representations they did not really understand why they were doing it. I actually had students voice that they were drawing diagrams and graphs because they saw the teacher do it in class, even though they do not understand how it connects at all. So anyway, I would like to look further into this, particularly since introductory calculus is required by so many programs at university and a huge portion of the undergraduate populations is required to take it.

A great mathematics education moment you experienced: I had the opportunity to help develop and implement a mathematics enrichment program at an elementary school in Montreal. I was in charge of designing and teaching the curriculum. It was an amazing opportunity as I was able to expose the elementary students to some mathematics that was not in their standard curriculum and to demonstrate some of the really neat real life applications of mathematics. For example, I taught the students modular arithmetic and then simple cryptology shift ciphers. The students loved it. I received letters from parents that described how their children came home and wanted to teach everyone in the house how to do cryptology. It was nice to see their enthusiasm for mathematics. (On a side note, I have written a journal article on this experience. It is accepted for publication in TMME later this year.)

A fond CMESG memory: Well, last year was the first year I attended but I sure enjoyed myself. I particularly enjoyed the working group atmosphere. It was nice to be in a situation to talk in small groups and learn from my peers. I also remember one of the guest speakers (Gerda de Vries) who was presenting on Bio-mathematics very casually asking us if we should exterminate the birds or the bugs in order to stop the spread of disease. I just remember the reaction of the crowd being asked to voice an opinion but after thinking about it further, these are hard questions that a little bit of mathematics can make easier. It was a great opportunity for reflection.

A great mathematical moment in a movie or book: I am a big fan of children's literature that incorporates mathematics in some way. I use children's literature quite often in my P/J teachers ed course as an example of a way to incorporate mathematics into other curricular areas. One of my favorite books is "If the World Were a Village" by David J. Smith. This book presents the idea that the world is a village of only 100 people and then goes through talks about social economics, politics, religion, and other global issues. For example, the book claims that out of 100 people, only 37 always have enough to eat. So by using this book in class, it helps to cover some social justice issues from the curriculum but it also offers a great opportunity to teach fractions and percentages.

A great mathematician: There are a lot of mathematicians that I think are great. Particularly, I am a big fan of Euclid, Gauss, Riemann, Newton, and so many others. But if I had to pick one, I would have to say Rene Descartes. The idea of the Cartesian plane might seem so simple to us, but at the time it changed mathematics. I like to keep Descartes in mind when I'm working on a particularly difficult problem. I like to try to think of a more simple way to look at the problem at hand. So it is not just Descartes' mathematics but also his example of how simple it can all be if we are willing to change our perspective.

A great teacher you had: The best teacher I had was actually a math teacher (big surprise). It was during my undergrad that I took a Geometry course from Dr. Denis Connolly at the University of Lethbridge. Dr. Connolly had an amazing skill at helping the class become enthusiastically interested in the mathematics we were learning. He was incredibly engaging and able to demonstrate the mathematics in such a way as to provide an understanding of why it worked, not just how it worked. I still remember his lessons quite clearly and can easily prove, for example, all of the different conic section formulas.

NEWS FROM THE EXECUTIVE / DES NOUVELLES DE L'EXECUTIF

Charitable donations program

Dear CMESG Colleagues:

It is with pleasure that the CMESG Executive announces the implementation of its program of charitable donations in support of graduate student attendance at CMESG's annual meetings. You will note that the recently posted registration form for the 2010 Simon Fraser University annual conference contains a line for a charitable donation and receipt check box for income tax purposes.

The policies for both charitable donations and grant distribution to graduate students were developed over the fall and winter with the assistance of a committee of experienced CMESG members—Olive Chapman, Claude Gaulin, Frédéric Gourdeau, and Eric Muller—and the Executive would like to express its sincere gratitude for their guidance. The Executive voted unanimously to adopt these policies on February 24. Both policies will be presented at the Annual General Meeting at Simon Fraser, but in the meantime, the charitable donations policy has been posted to the CMESG website, <http://publish.edu.uwo.ca/cmescg/>, for your information.

The important features to keep in mind at this point are (i) donations made at any time in 2010 will go to support graduate student attendance at the 2011 meeting, and (ii) CMESG will continue its program of \$250 grants to eligible full time graduate students, in a combined program of conference support.

If you intend to make a donation prior to the conference in May—whether you plan to attend or not—please use the conference registration form on our website, complete it fully, and send it with your donation to Doug Franks at the address shown on the form. After the conference, a donation only form will be posted to the website.

Thank you.

Doug Franks

Programme de dons de bienfaisance

Chers collègues du GCEDM

C'est avec plaisir que l'exécutif du GCEDM annonce l'implantation de son programme de dons de bienfaisance, qui vise à aider les étudiants gradués à participer aux rencontres annuelles du GCEDM. Vous avez peut-être remarqué que dans le formulaire d'inscription pour la rencontre annuelle 2010 à l'Université Simon Fraser, il y a une ligne pour les dons de bienfaisance ainsi qu'une case à cocher pour les reçus pour fins d'impôt.

Les politiques pour les dons de bienfaisance et l'attribution de bourses de participation aux étudiants gradués ont été développées au cours de l'automne et de l'hiver, avec l'aide d'un comité de membres expérimentés du GCEDM – Olive Chapman, Claude Gaulin, Frédéric Gourdeau et Eric Muller – et l'exécutif tient à les remercier sincèrement pour leur aide. L'exécutif a adopté à l'unanimité ces politiques le 24 février. Les deux politiques seront présentées à l'assemblée générale des membres à Simon Fraser. En attendant, vous pouvez trouver la politique de dons de bienfaisance sur le site internet du GCEDM, à l'adresse <http://publish.edu.uwo.ca/cmescg/>.

Les points saillants de ces politiques sont : (i) les dons faits à n'importe quel moment en 2010 seront utilisés pour supporter les étudiants gradués à participer à la rencontre annuelle de 2011, et (ii), le GCEDM continuera son programme de bourses de 250 \$ destiné aux étudiants gradués admissibles, à travers un programme complémentaire de support aux étudiants.

Si vous avez l'intention de faire un don avant la conférence de mai, et ce, peu importe si vous participez à la conférence ou non, veuillez utiliser le formulaire d'inscription sur notre site internet, remplissez-le au complet, et envoyez-le avec votre don à Doug Franks, à l'adresse indiquée sur le formulaire. Après la conférence, un formulaire servant uniquement à faire un don sera ajouté au site internet.

Merci beaucoup.

Doug Franks

Report of the Nominations/Elections Committee

149 regular members were invited to participate in the election for the CMESG Executive and for the FLM Board of Directors. Close to 50% of the regular members voted in the 2010 Elections. The newly elected members and their terms of office are listed below.

Elaine Simmt
president CMESG, 2010 – 2012
Laurent Theis
member-at-Large CMESG, 2010 – 2012

Joan Moss
FLM Board of Directors, 2010 – 2014
Nathalie Sinclair
FLM Board of Directors, 2010 – 2012
David Wagner
FLM Board of Directors, 2010 – 2014

Congratulations to all newly elected CMESG Executive members and FLM Directors. 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 this year.

This year the election was conducted via an on-line survey program. We would appreciate your feedback or comments about the use of the online survey for the elections. Please contact Julie Long (julie.long@ualberta.ca) or Florence Glanfield (florence.glanfield@ualberta.ca), members of the CMESG Nominations and Election Committee, with your comments.

Rapport du comité de nomination/sélection du GCEDM

149 membres réguliers ont été invités à participer aux élections pour le comité exécutif du GCEDM et pour le conseil d'administration du FLM. Presque 50% de nos membres réguliers ont marqué leur bulletin de vote. Voici les résultats du scrutin et les mandats de nos membres élus:

Elaine Simmt
présidente du GCEDM, 2010 – 2012
Laurent Theis
membre sans affectation du GCEDM, 2010 – 2012

Joan Moss
conseil d'administration du FLM, 2010 – 2014
Nathalie Sinclair
conseil d'administration du FLM, 2010 – 2012
David Wagner
conseil d'administration du FLM, 2010 – 2014

Félicitations à tous nos membres élus. Nous remercions sincèrement tous ceux et celles qui ont bien voulu briguer les suffrages. Nous sommes très heureux de compter autant de membres qui veulent participer au sein de notre organisme.

Cette année les élections ont compris un vote par Internet (par un sondage électronique). Nous vous invitons à faire part de votre point de vue concernant cette méthode de marquer le bulletin de vote. Veuillez communiquer vos commentaires à Julie Long (julie.long@ualberta.ca) ou Florence Glanfield (florence.glanfield@ualberta.ca), membres du comité de nomination/sélection du GCEDM.

CMESG EDITORS / LES ÉDITEURS DU GCEDM

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

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

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

CMESG EXECUTIVE / L'EXÉCUTIF DU GCEDM 2009-2010

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.

Florence Glanfield, President / Président
Department of Secondary Education
University of Alberta
email: florence.glanfield@ualberta.ca

Laurent Theis, Secretary / Secrétaire
Faculté d'éducation
Université de Sherbrooke
email: Laurent.Theis@USherbrooke.ca

Walter Whiteley, Vice-president / Vice-présidente
Department of Mathematics and Statistics
York University
email: whiteley@mathstat.yorku.ca

Eva Knoll, Member-at-large / Membre adjoint
Faculty of Education
Mount Saint Vincent University
email: eva.knoll@msvu.ca

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

Peter Liljedahl, Member-at-large / Membre adjoint
Faculty of Education
Simon Fraser University
email: liljedahl@sfu.ca