

## Programme for the 5th International Conference on Mathematics Education and Society, Albufeira, Portugal, February 16<sup>th</sup> – 21<sup>st</sup> 2008

Time	Sat 16	Sun 17	Mon 18	Tue 19	Wed 20	Thur 21
9:00		<p><b>Plenary 1:</b> <u>Eric Gutstein</u> <i>"Reinventing" Freire: Mathematics education for social transformation</i></p> <p><b>Reaction:</b> <u>Alexandre Pais</u> <i>Reinventing school?: Reaction to Eric Gutstein's "Reinventing Freire: Mathematics education for social transformation"</i></p> <p><b>Working Groups</b></p> <p><b>Plenary response</b></p>	<p><b>Plenary 2:</b> <u>Karin Brodie</u> <i>Describing teacher change: Interactions between teacher moves and learner contributions</i></p> <p><b>Reactions:</b> <u>Margarida Belchior</u> <i>Making sense of Mr. Peter classroom</i> <u>Eva Jablonka</u></p> <p><b>Working Groups</b></p> <p><b>Plenary response</b></p>	<p><b>Plenary 2:</b> <u>Murad Jurdak</u> <i>Equity-in-quality: Towards a theoretical framework</i></p> <p><b>Reactions:</b> <u>Elizabeth de Freitas</u> <i>Response to: Equity-in-quality: Towards a theoretical framework</i> <u>Arthur Powell</u></p> <p><b>Working Groups</b></p> <p><b>Plenary response</b></p>	<p><b>Plenary 2:</b> <u>Ole Ravn Christensen</u> <i>Order of the world of order of the social: A Wittgensteinian conception of mathematics and its importance for research in mathematics education</i></p> <p><b>Reactions:</b> <u>Uwe Gellert</u> <i>Wittgenstein in support of a social agenda in mathematics education: Reaction to Ole Ravn Christensen</i> <u>Dimitris Chassapis</u> <i>Dancing a Viennese waltz to Wittgenstein's notes: A reaction to Ole Ravn Christensen's address</i></p> <p><b>Working Groups</b></p> <p><b>Plenary response</b></p>	<p><b>Closing Plenary Panel</b></p> <p><b>Closing</b></p>
12:30		Lunch	Lunch	Lunch	Lunch	Lunch

14:00	Registration & reception	<p><b>Paper/Project discussion</b>  <b>Room A:</b>  <u>Fiona Walls</u>  <i>Children talk about mathematics assessment</i></p> <p><u>Fiona Walls</u>  <i>"Down in the dark zone": Teacher identity and compulsory standardised mathematics assessment</i></p> <p><u>Uwe Gellert</u>  <i>Cognitive academic language in proficiency in primary mathematics classrooms</i></p> <p><u>Christine Knipping, David A. Reid, Uwe Gellert &amp; Eva Jablonka</u>  <i>The emergence of disparity in performance in mathematics classrooms</i></p>	<p><b>Paper/Project discussion</b>  <b>Room A:</b>  <u>Kate le Roux</u>  <i>Relevance and access in undergraduate mathematics: Using discourse analysis to study mathematics texts</i></p> <p><u>Elizabeth de Freitas</u>  <i>Enacting identity through narrative: Interrupting the procedural discourse in mathematics classrooms</i></p> <p><u>William Higginson</u>  <i>Toward a theory of maesthetics: Preliminary considerations of the desirability of bringing an aesthetic perspective to mathematics, education and society</i></p> <p><u>Anna Llewellyn</u>  <i>'Maths with Sam and Alex': A discussion of choice, control and confidence</i></p>	<p><b>Visit to the Community Centre</b></p>	<p><b>Paper/Project discussion</b>  <b>Room A:</b>  <u>Ricardo Machado and Margarida César</u>  <i>Broccoli and mathematics: Students' social representations about mathematics</i></p> <p><u>Ribas Guambe</u>  <i>Students' disposition for de-contextualised and algebraic (symbol-based) reasoning in relation to their socio-economic and cultural background in Mozambique</i></p> <p><u>Keiko Yasukawa, Jacquie Widin and Andrew Chodkiewicz</u>  <i>The benefits of adults learning numeracy</i></p> <p><u>Shana R.W. Graham</u>  <i>Developing a complex mathematical learning community: (re)considerations of learning/teaching experiences</i></p>	Departure
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	<p><b><u>Room B:</u></b>  <u>Sofia Anastasiadou</u>  <i>The effects of representational systems on the learning of statistics between greek primary school students and immigrants</i></p> <p><u>Stephen Lerman &amp; Andri Marcou</u>  <i>Are all studies on equity in school mathematics equal?</i></p> <p><u>Cristina Frade &amp; Diogo Faria</u>  <i>Is mathematics learning a process of enculturation or a process of acculturation?</i></p> <p><u>Alexandre Pais &amp; Mônica Mesquita</u>  <i>If school is like this, there is nothing we can do:  Some thoughts</i></p>	<p><b><u>Room B:</u></b>  <u>Brian Greer</u>  <i>Discounting Iraqi deaths: A societal and educational disgrace</i></p> <p><u>Behnaz Savizi, Tayebeh Hajjari and Ahmad Shahvarani</u>  <i>Situated decision making in mathematics education</i></p> <p><u>Marilyn Frankenstein</u>  <i>Quantitative form in arguments</i></p> <p><u>Tony Brown</u>  <i>Conceptualising improvement in curriculum reform:  Against consensus</i></p>	<p><b><u>Room B:</u></b>  <u>Ilana Lavy and Atara Shriki</u>  <i>Social and didactical aspects of engagement in innovative learning and teaching methods: The case of Ruth</i></p> <p><u>Atara Shriki and Ilana Lavy</u>  <i>Teachers as partners for designing professional development programs</i></p> <p><u>Kathleen Nolan</u>  <i>Theory-Practice transitions and dis/positions in secondary mathematics teacher education</i></p> <p><u>Konstantinos Nikolantonakis and Charalambos Lemonidis</u>  <i>Multiculturalism, history of mathematics and schoolbook of the third class in primary school in Greece</i></p>	
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	<p><b><u>Room C:</u></b>  <u>Maria do Carmo S. Domite and Valéria de Carvalho</u>  <i>Teacher education and culture: Understanding and asking for changes</i></p> <p><u>Maria Cecilia de Castello Branco Fantinato</u>  <i>Teachers' practice under the ethnomathematical perspective: A study case in young and adult</i></p> <p><u>Gelsa Knijnik</u>  <i>Landless peasants of Southern Brazil and mathematics education: A study of three different language games</i></p> <p><u>Lucília Teles &amp; Margarida César</u>  <i>Batiks: How to learn mathematics a different way and in a particular scenario</i></p>	<p><b><u>Room C:</u></b>  <u>João Filipe Matos and Madalena Pinto dos Santos</u>  <i>Activity, artefacts and power: Contribution of activity theory and situated learning to the analysis of artefacts in mathematical thinking in practice</i></p> <p><u>Pedro Gómez</u>  <i>Toward a methodology for exploring mathematics preservice teachers' learning from a sociocultural perspective</i></p> <p><u>Elsa Fernandes</u>  <i>Rethinking success and failure in mathematics learning: The role of participation</i></p> <p><u>Dimitris Chassapis &amp; Evanthis Chatzivasileiou</u>  <i>Socio-cultural influences on children's conceptions of chance and probability</i></p>	<p><b><u>Room C:</u></b>  <u>Arthur B. Powell and Andrew Brantlinger</u>  <i>A pluralistic view of critical mathematics</i></p> <p><u>Helena Noronha Cury and Lucas Nunes Ogliari</u>  <i>Critical mathematical education and STS studies: Approaches to discuss a research</i></p> <p><u>Jussara de Loiola Araújo</u>  <i>Contradictions in mathematical modelling activities from a critical mathematics education perspective</i></p> <p><u>Mike Chartres</u>  <i>Are my students engaged with critical mathematics education?</i></p>	
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<b>16:00</b>		Coffee-break	Coffee-break			Coffee-break
<b>16:30</b> - <b>18:00</b>		<p><b>Symposium</b>  <b><u>Room A:</u></b>  Sym. A - Ses. 1  <u>Maria do Carmo S. Domite, Maria Cecília Fantinato, Wanderleya Nara Gonçalves Costa &amp; Mônica Mesquita</u>  <i>The social transformation as object of studies and practices</i></p>	<p><b>Symposium</b>  <b><u>Room A:</u></b>  Sym. E - Ses. 1  <u>Eva Jablonka, Uwe Gellert, Christine Knipping &amp; David A. Reid</u>  <i>The production of legitimate text and stratification of achievement in mathematics classrooms</i></p>			<p><b>Symposium</b>  <b><u>Room A:</u></b>  Sym. C - Ses. 2  <u>Andrew Brantlinger &amp; Laurel Cooley</u>  <i>No teacher candidate left behind: A study of the largest mathematics alternative certification program in the United States</i></p>

**Room B:**

Sym. B - Ses. 1

Jill Adler, Jeff Evans,  
Peter Gates, Clive Kanés,  
Stephen Lerman, Candia  
Morgan, Anna Tsatsaroni  
& Robyn Zevenbergen

*Social theory and research  
in MES*

**Room C:**

Sym. C - Ses. 1

Andrew Brantlinger &  
Laurel Cooley

No teacher candidate left  
behind: A study of the  
largest mathematics  
alternative certification  
program in the United  
States

**Room B:**

Sym. F - Ses. 1

João Filipe Matos,  
Madalena Santos, Elsa  
Fernandes, Susana  
Carreira, Margarida  
Belchior, Neuza Pedro,

Helena Gerardo,

Mônica Mesquita,

Alexandre Pais, Ana

Sofia Alves, Teresa

Faria, Teresa Silva,

Nélia Amado, Isabel

Amorim & Rita Mestre

*Learning mathematics  
and competences:*

*Bringing together three  
theoretical perspectives*

**Room C:**

Sym. A - Ses. 2

Maria do Carmo S.

Domite, Maria Cecília

Fantinato,

Wanderleya Nara

Gonçalves Costa &

Mônica Mesquita

*The social*

*transformation as*

*object of studies and  
practices*

**Room B:**

Sym. D - Ses. 2

Kathleen Nolan, Elizabeth  
de Freitas, Tony Brown,  
Ole Ravn Christensen,  
Paul Ernest, Shana  
Graham, Diana Stentoft &  
Paola Valero

*A symposium on opening  
the research text: Critical  
insights an in(ter)ventions  
into mathematics  
education*

**Room C:**

Sym. E - Ses. 2

Eva Jablonka, Uwe

Gellert, Christine

Knipping & David A.

Reid

*The production of  
legitimate text and  
stratification of  
achievement in  
mathematics classrooms*

		<p><b>Room D:</b> Sym. D - Ses. 1 <u>Kathleen Nolan, Elizabeth de Freitas, Tony Brown, Ole Ravn Christensen, Paul Ernest, Shana Graham, Diana Stentoft &amp; Paola Valero</u> <i>A symposium on opening the research text: Critical insights an in(ter)ventions into mathematics education</i></p>	<p><b>Room D:</b> Sym. B - Ses. 2 <u>Jill Adler, Jeff Evans, Peter Gates, Clive Kanes, Stephen Lerman, Candia Morgan, Anna Tsatsaroni &amp; Robyn Zevenbergen</u> <i>Social theory and research in MES</i></p>		<p><b>Room D:</b> Sym. F - Ses. 2 <u>João Filipe Matos, Madalena Santos, Elsa Fernandes, Susana Carreira, Margarida Belchior, Neuza Pedro, Helena Gerardo, Mônica Mesquita, Alexandre Pais, Ana Sofia Alves, Teresa Faria, Teresa Silva, Nélia Amado, Isabel Amorim &amp; Rita Mestre</u> <i>Learning mathematics and competences: Bringing together three theoretical perspectives</i></p>	
<b>18:30</b>	Opening Panel					
<b>20:00</b>	Dinner	Dinner	Dinner <b>Agora 1</b>	Dinner at the Community Centre	Dinner <b>Agora 2</b> <i>The future of MES</i>	