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CIEAEM65

in honour of Emma Castelnuovo

Torino, Italy

22 - 26 July 2013

MATHEMATICS EDUCATION IN A GLOBALIZED ENVIRONMENT

International programme committee:

Luciana Bazzini, (It) Fernando Hitt (Ca); Gilles Aldon (Fr); Peter Appelbaum (US); Gail FitzSimons (Au); Uwe Gellert (De); Alejandro González-Martín (Ca); Corinne Hahn (Fr); Corneille Kazadi (Ca); Louise Poirier (Ca); Sixto Romero (Es).

Local organization Committee:

Luciana Bazzini, Cristina Sabena, Claudia Testa, Marina Ascari, Elena Scalenghe, Pietro Madaro, Daniela Truffo

Conference venue:

Università degli Studi di Torino, Via Po, 17, Torino, Italy
Istituto Tecnico Statale "A. Avogadro", Corso San Maurizio, 8, Torino.

Contact cieaem65.torino@gmail.com

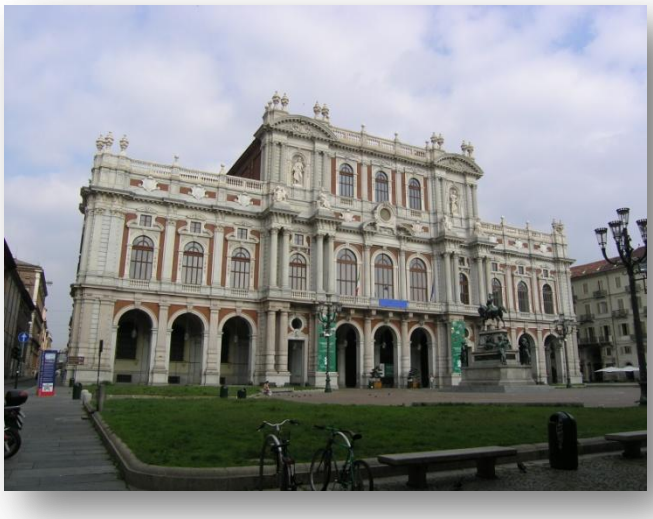
Web site http://cieaem65.perladidattica.it

T**heme of the conference:**

MATHEMATICS EDUCATION IN A GLOBALIZED ENVIRONMENT

Subthemes:

1. Knowledge and competences.
2. Teacher training: What are the challenges in the face of globalization?
3. Reports of mathematics classroom practice.
4. ICT, globalisation and mathematics education.
5. Multiculturalism and teaching/learning mathematics.



DISCUSSION PAPER

The effects of globalization can be analysed from a variety of non-mutually exclusive perspectives: economic, political, social cultural, health, and environmental. The phenomenon of globalisation has been characterised as a series of inter-related flows, including knowledge, capital, jobs, people and cultures, ecological systems. It is also associated with increasingly rapid developments in information and communication technologies [ICTs] as well as transport, facilitating cultural and economic exchange. Recent years have also seen a growing awareness of the finite nature of Earth's natural resources, and the dramatic effects on people and the environment arising from what is generally accepted, by the scientific community at least, as *Climate Change* — reflecting but one manifestation of our complex ecological systems. Around the world, many school students of today have grown up surrounded by ICTs from birth. Where prevailing economic and political situations permit, electronic devices of various sizes and types may be found in all classrooms, with personal access for many students. All of these things will have an impact on the future of the young people currently enrolled in formal education, and their mathematics education in particular. CIEAEM 65 recognises the diversity of teaching and learning contexts internationally. There are five sub-themes in this conference.

Subtheme 1: Knowledge and Competences

The notion of *competence* is polysemous (i.e., it can have many meanings). The diversity of definitions of this concept varies according to contexts, countries, schools of thought and even according to the disciplines taught. Romainville (1996) underlines that "the notion of competence in science education often causes lexical uncertainties and controversies because of the difficulty in identifying clearly the phenomena which it tries to objectify." It is part of these notions that definitions are only apprehended through the evolution of current education and research, which are used and referred to in order to clarify the various meanings attributed to it (Dolz & Ollagnier, 2012). It should also be noted that this concept today is at the heart of many debates in education. Several authors (e.g., Boutin & Julien, 2000; Chappell, 1996; Karka, 2002; Perisset-Bagnoud, 2000) raise many questions that are unanswered, including the definition of concept of competence, its limitations and its misuse in the field of education.

Many countries have introduced a competency-based approach in the teaching of mathematics. Yet this comprehensive approach is often opposed to discipline-based teaching. It is common today to distinguish general competences and specific competences within a disciplinary framework (Rey, 1996). But the so-called general or transverse competences often refer to those traditionally associated with scientific training: modeling, problem solving, making assumptions. In addition, not all disciplinary knowledge can be introduced via the competence approach (Perrenoud, 2002).

a) **How does one resolve this tension between a global approach, and between mathematical knowledge and a competence-based approach in various countries?**

According to some authors, teaching methods based on competence logics would promote students' activity and a subsequent mobilization of knowledge (Perrenoud, 2002). But others contest these assertions and criticize a utilitarian and atomised vision of training (Crahay, 2006; Rumelhart, 2012). If competence is the ability to mobilize in a given situation knowledges and procedures learned in school (Perrenoud, 2002), how can this acquired knowledge be measured? Is there not a danger of confusing evaluation and learning situations (Crahay, 2006)?

b) What insights to these questions can experiments and research in mathematics education provide?

Studies (e.g., Huba & Freed, 2000; Tardif, 2000) set out to consider the evaluation of competences as a process of collecting data from multiple and varied sources, considering that learning experiences allow the reporting of a student's developmental level of competence; his/her degree of control of internal and external resources; and the extent of the structures in which he/she is able to deploy these levels of development and degrees of control. In addition, De Ketele (2009) pointed out that in all countries that have introduced a competency-based approach, it was found that the assessment constituted a crucial node and should therefore be considered at the time of the curriculum reform and not after, as it is too often the case. Research (e.g., Boutin & Julien, 2000; Boutin, 2003) set knowledge and competences in opposition.

c) In a mathematics class, do we evaluate knowledge or competences? And how do we evaluate them?

Subtheme 2: Teacher Training: What are the Challenges in the Face of Globalization?

Globalization has the effect of promoting exchanges between countries. However, different learning styles and teaching methods can vary greatly from one country to another, from one culture to another. A reflection on teacher training is needed then. Given the diversity of approaches and their dissemination through various technological channels making them more accessible, what are the knowledge and skills that teachers need to develop and have to adapt to the context of their learning environment?

Questions about general knowledge and skills leads us to define what is meant by these terms. Since the early 1990s some education researchers have favored the idea of distinguishing between different types of knowledge. For example, Conne (1992), had already stressed the importance of the distinction between *connaissance* and *savoir*[1]. According to him, *knowing* is not necessarily linked to an action to solve a particular mathematical problem; on the contrary, *knowledge* is linked to the action and resolution process of a mathematical activity. In this century, considering the process of globalization as relations between integrative cultures, people and economic activity, it certainly means that the procedures relevant to the globalization of education are included in this overall process. More recently, researchers such as Young (2009), reflecting on "the voice of knowledge" regarding global education, suggest that differentiation of types of knowledge should be established in order not to have a empty discussion about content knowledge. (In fact he thinks that it has already happened.) He mentioned that when we speak of knowledge, we must ask the question of what people or documents related to curricula are alluding to. According to Young, referring to the work of Moore (2006, 2007), in this approach to accepting the voice of knowledge, it is important that these voices consider four elements: a) Critical, b) Emergence, c) Realistic and d) Materialistic.

If we take for example the arguments around the element 2) of the preceding paragraph, Young (2009, p. 197) mentions: "This is the idea that powerful knowledge is the product of social conditions or contexts that do not wholly

[1] Here we can take into account Balacheff and Gaudin's (2010, p. 207) distinction between knowing and knowledge: Knowing refers to students' personal constructs whereas knowledge refers to intellectual constructs recognised by a social body, such as the discipline of mathematics.

determine it. Examples might be the science laboratory or the classroom." From the point of view of the teacher, this means that the knowledge generated in the mathematics classroom is subject to social development. Considering the work of Conne (1992), the question arises: How to move from *knowing* to *knowledge* in the mathematics class. In this context, the question arises: What has become of the duality between knowing/knowledge of the early 1990s which is nowadays known as the duality of knowing/competence? On this, we can take into account Perrenoud's (1999) notion of competence: Competency is the ability to act effectively when faced with a family of situations, which one comes to master because one has at his/her disposal both the necessary knowledge and the capacity to mobilize this knowledge effectively and at the appropriate moment in order to identify and to solve real problems. Then, in modern terms, the question would be: How to move from knowing to a specific mathematical competence and what is the appropriate teaching methodology in the classroom to foster the emergence of students' knowing that are susceptible to be transformed into a competence?

In this line of discussion, the organizers of the theme *Teacher Training: What are the Challenges in the Face of Globalization?* Offer CIEAEM65 participants the opportunity to reflect on and discuss the following questions:

a) What knowing and competences should be taken into account in the training of mathematics teachers in the context of globalization to better understand their students' knowing in order to develop them in competences?

b) In relation to globalization, does it require the development of new methods of teaching mathematics and/or adaptation of existing methods in the mathematics classroom?

c) What technologies should teacher training take into account in the context of globalization?

Subtheme 3: The Globalized Environment as a Concern for Mathematics: Reports on Classroom Experiences

This subtheme calls for reports on classroom practice in which the globalized environment itself is subject to mathematical investigation. As a reaction to environmental and atmospheric pollution, the term *sustainable mathematics education* has already been coined. Other ecological, but also political, economical, and social facets of globalized environments might similarly be taken as topics for mathematics instruction.

Reports might, for instance, focus on:

a) The ways in which mathematics is used to explore environmental issues,

b) Students' explorations (resources, processes, products, …) of environmental issues in the mathematics class,

c) The limitations and emerging tensions of such an approach to mathematics education

d) Teachers' and students' reflections on their activities (their local contexts)

Such reports critically reflect on practice in an effort to better understand and improve practice. They often document cycles of critical reflection on practice and relationships with others in that practice to uncover and produce knowledge of that practice.

Subtheme 4: ICT, Globalization, and Mathematics Education

Information and Communication Technologies are a key element in the educational process of the XXIst century. Understanding how they work, how to use them effectively, knowing about networks, information systems, principles of programming, etc. are key issues for both teachers and students. In mathematics education, technology is both a tool allowing the development of experimental research and problem solving, and a support for developing new teaching strategies. At an international level, experiments building on the possibilities of technology are developed and offer new paradigms of teaching and learning. However, the introduction of technology in the teaching and learning of mathematics poses new problems which must be analyzed and understood.

Educational opportunities with ICT, especially in mathematics, have to be considered both regarding knowledge and use.

a) **Is it possible to understand a globalized world without a minimum of ICT culture?**

b) **What may be this minimum?**

c) **How can school take into account the skills and competencies developed by young people in their everyday life?**

Resources available on the web and easily accessible are digital documents including dimensions of creativity, memorization, organization of ideas and communication.

d) **What place can these documents have in teaching and learning mathematics?**

e) **How do teachers make these resources their own? What are the effects of these resources on students learning?**

Teacher training is a key issue to promote the use of technology in teaching mathematics.

f) **What training devices allow account to be taken of the technologies both for initial and in-service training, particularly related to "reflexive thinking" about practice?**

g) **How to help teachers to acquire theoretical and practical skills to enable them to integrate ICT in their lessons?**

h) **What kind of teacher supports are needed? Or possible?**

Subtheme 5: Multiculturalism and Teaching/Learning Mathematics

Globalization has resulted, among other things, in encouraging immigration, together with the displacement and academic exchange of people, which is not without impact on the host community and especially the culture of the classroom where different cultures coexist. The culture of learners is well known for playing an important role in the learning of mathematics that Bishop (1988) calls *cultural interfaces* in the teaching of mathematics. In response to questions raised by globalization, mathematics education can contribute, among other things, to social justice, reparation and cultural empowerment. To do this, the teacher should have some knowledge about their students' cultural background, their linguistic background and their mathematics knowledge. Such teacher knowledge can not only help build relationships with students in order to motivate them to succeed, but is essential if the teacher wants to make connections between the mathematical content they teach and what students already know; especially if the teacher wants to take into account their mode of communication between students and with adults as well as their learning styles. But this is not without difficulty as outlined by Gorgorió and Montserrat (2012) who argue that teachers have developed social representations and values that influence their teaching and make them want to assimilate immigrant students, to acculturate them to the dominant culture, reducing obstacles to learning by improving their language competence and explaining learning difficulties as student deficits (Gorgorió & Abreu, 2009). Also, Ginsburg (1997) argues that mathematical difficulties of students from different cultures cannot be always explained by cognitive deficits or by arguments such as a lack of stimulation during early childhood, but could be because they have not perceive social and economic benefits. In other words, the authors cited above affirm that the culture of the school is too distant from that of the family. A major challenge arises for teachers: how to develop a classroom culture shared by all, taking into account the characteristics of different cultures in the classroom. In this line of discussion, the organizers of the theme *Multiculturalism and teaching / learning mathematics* offer participants of CIEAEM65 the opportunity to discuss the following questions:

a) **What is the impact of multiculturalism on the culture of the mathematics classroom?**

b) **How does the influence of multiculturalism manifest itself in students' mathematical learning and mathematical skills?**

c) **How to take advantage of a multicultural environment to enrich the teaching and learning of mathematics?**

d) **How does the teaching and learning of mathematics develop in multilingual environments?**

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PROGRAM OF THE CONFERENCE

The program of the conference includes several activities: plenaries, semi-plenaries, working groups, oral presentations and lectures, forum of ideas.

Plenaries

The program includes plenary and semi-plenary sessions where invited speakers will focus on aspects of the conference theme. The plenaries and semi-plenaries provide a shared input to the conference and form a basis for discussions in the working groups.

Plenary speakers:

Peter Appelbaum (United States) and Susan Gerofsky (Canada)
Performing alter-mathematical-globalization

Franco Favilli (Italy)
Globalization in Mathematics Education: integrating indigenous and academic knowledge

Gail FitzSimons (Australia)
Mathematics in and for work in a globalised environment

Nuria Gorgorió (Spain)
Mathematics teachers' role as social resources in a globalized world

Gerard Vergnaud (France)
The analysis of competences and activity in situations; why and how?

Erich Ch. Wittmann (Germany)
Fundamental ideas of mathematics as the true source of teaching and learning

Special session in honour of Emma Castelnuovo by Mario Barra(Italy).

Working groups

Each participant is invited to be a member of one of the working groups that will meet several times. Working groups will focus on a specific sub-theme or on a number of interrelated themes. This will provide opportunities both for in-depth discussions and for the linking of experiences. These are planned as interactive sessions and are the heart of the conference. Some presentations may be included in these sessions but discussions and exchange of experiences and ideas are the essential aspects of this activity. Each group will be coordinated by two "animators".

Oral presentations and lectures

Individuals or small groups of participants are encouraged to contribute to the conference through an oral presentation, thus communicating and sharing with others their ideas, research work or experiences. Relevant case studies are particularly welcome. Presentations should be related to the theme of the conference in general or to the sub-themes. There will be between 15 and 20 minutes available for each presentation (depending on the organization of the working group) followed by approximately 5 to 10 minutes for discussion. There may also be some invited lectures and presentations.

Workshops

Individuals or small groups of participants are also encouraged to prepare and organise workshops. These are a more extended type of contribution which should focus on concrete activities and encourage the active involvement of the participants through working on materials, problems or questions relating to the sub-themes. A workshop will last for about 90 min.

Forum of ideas

The Forum of Ideas offers an opportunity to present case studies, learning materials and research projects, as well as ideas that are not directly related to the theme. Participants are encouraged to display their work in the exhibition hall. There will be a specific time for contributors to explain and discuss their work with fellow participants.

Special sessions

There will be some special sessions that will enrich the discussion by presentations of country-specific views on recent developments in mathematics education.

Official languages of the conference

The official languages of the conference are French and English. Everyone is asked to speak slowly and clearly so that all participants can understand and contribute to discussions. All speakers must prepare their slides or diorama in

both languages. We rely on and appreciate the help of those who can translate, to assist their colleagues within each working group.
Animators in most cases are able to help in both languages.

CALL FOR PAPERS

We hope that all participants will contribute "actively" to the conference by sharing with others their experiences and views in the various sessions, particularly in the working groups. Moreover, you are encouraged to send a proposal for an oral presentation or a workshop, or to bring a contribution to the Forum of Ideas.

Proposals for **ORAL PRESENTATIONS** and **WORKSHOPS** can be made by sending a FOUR PAGE text (about 1800 words or 12000 characters with spaces), **BEFORE MARCH, 10, 2013**, including:

- Title, authors' names and affiliations,
- Aim and main idea of the reported study, methodology and the expected conclusions,
- Related essential references.

The language of the proposal should be the same as that of the oral presentation (English or French). Once your proposal is accepted you will need to prepare an abstract or summary in the other official language together with slides or diorama in both languages. Members of the Commission can assist the participants in translating their transparencies if they ask for help ahead of time.

Proposals for the **FORUM OF IDEAS**, can be made by sending a ONE PAGE text (about 450 words or 3000 characters with spaces), **BEFORE MARCH, 30, 2013**, including:

- Title, authors' names and affiliations,
- short description of the content, including information about the type of material to be presented (poster, models, video).

The language of the proposal should be the same as that of the oral presentation (English or French). Once your proposal is accepted you will need to prepare an abstract or summary in the other official language together with one single Power Point or other presentation in both languages. Members of the Commission can assist the participants with translations if they ask for help.
The **Conference Proceedings** will be edited by the electronic typesetting of the submitted papers. For uniformity and the good quality of the edition, it is necessary to keep to the following specifications:

1. The page size will be A4 with margins 4cm right and left, 5.3cm top and down. The text alignment will be justified, except the title and the author's byline that will be aligned center.

2. The first page will contain in order:

- The title of the paper, in bold font and size 16.
- One blank line.
- The author's name, with a full post address and email, in font size 12.
- Two blank lines.
- Abstract of the paper: this will not exceed 15 lines, in font size 12.
- The main text, in font size 12.

3. The paper will be written in the word processor Word for Windows. All text fonts will be Times New Roman.
4. Pictures, tables, graphs, that are included in the text, must also be saved in separate files submitted with the paper.

Please send us your computer file **by using Microsoft Word** (saved as .doc or.rtf) with your proposal to the following E-mail address: cieaem65.torino@gmail.com (send a copy also to pietro.madaro@unito.it)

REGISTRATION

Please register on line on the web site

http://cieaem65.perladidattica.it

CONFERENCE FEE

Before April 30, 2013, Participant	Euro 310
Before April 30, 2013, Accompanying person	Euro 210
Before April 30, 2013 Student (including Quality Class)	Euro 250
After April 30, 2013, Participant	Euro 350
After April 30, 2013, Accompanying person	Euro 250
After April 30, 2013, Student (including Quality Class)	Euro 290

The fee includes all documents for the Conference, coffee breaks, social activities, lunches, excursion and conference dinner.

You may offer extra 10 euro (or more) for the Braithwaite Fund (In order to support participants in difficult circumstances).

You can pay the registration and conference fees by money transfer to the following bank account entitled to

COMITATO PROMOTORE DEL CONVEGNO CIEAEM 65
IBAN IT 42 T 02008 01152 000102451134
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All bank charges must be covered by the participant.

When you have paid by money transfer, please immediately send a copy of the transaction document with your name on it to the Conference Secretariat

cieaem65.torino@gmail.com and pietro.madaro@unito.it

IMPORTANT DATES

Proposals for ORAL PRESENTATIONS and WORKSHOPS	MARCH, 10, 2013
Contributions to the FORUM OF IDEAS	MARCH, 30, 2013
Reply from the International Program Committee for the proposals	APRIL, 20, 2013
Conference Fee	APRIL, 30, 2013
Submission of the final paper	MAY, 10,2013
Third Announcement (Final Program)	MAY,30, 2013

ACCOMMODATION

Hotels' Information

IMPORTANT: Participants must book hotel or other accommodation by themselves. We offer a list of proposals. Please book your hotel in advance if you wish to have a nice place!

Hotel	Contact info	Room type	Price per room with breakfast Municipal Tax (Tassa di soggiorno) is approx. Euro, 2,30 per night
Hotel Des Artistes *** Via Principe Amedeo, 21 10123 Torino (walking distance)	Tel.:+39 0118124416 Fax.:+39 0118124416 **e-mail :** info@desartisteshotel.it **Web site :** www.desartisteshotel.it	Single Room	70€
		Double Room	100€
Hotel Amadeus & Teatro *** Via Principe Amedeo, 41 bis 10123 Torino (walking distance)	Tel. + 39 0118174951 Fax +39 0118174953 **e-mail** : info@hotelgiottotorino.com	Single Room	78€ 88€ (double for single)
		Double Room	99€
Hotel Giotto *** Via Giotto, 27 10126 Torino	tel 0116637172 fax 0116637173 **e-mail** : info@hotelgiottotorino.com	Single Room	78€ 88€ (double for single)
		Double Room	98€
Hotel D'Azeglio *** Via Menabrea, 20 10126 Torino	tel 011 6670574 fax 0116637173 **e-mail:** info@hotelgiottotorino.com	Single Room	60€ 65€ (double for single)
		Double Room	78€

STUDENTS' residences

Olimpia (Lungo Dora Siena 104, Torino) Cavour (Piazza Cavour 5, Torino) San Liborio (Via San Domenico 10, Torino) Walking distance from the Conference venue (approximately 15 minutes) *All students' residences are very good.*	Price for **students** (per person, per night, taxes included, breakfast not included): - Single room € 27,00 (≤ 5 nights) € 20,50 (>5 nights) - Double room (per person) € 23,00 (≤ 5 nights) € 19,33 (>5 nights) - Triple room (per person) € 23,00 (≤ 5 nights) € 19,33 (>5 nights) Price for **visiting professors** (per person, per night, taxes included, breakfast not included): -Single room € 39,00 -Double room (per person) € 26,00 -Triple room (per person) € 26,00

Booking on line in www.edisu.piemonte.it (http://clio.edisu-piemonte.it:8088/Login.aspx), in the section CIEAEM 65 (in progress)

After booking on line, in few days you will receive a message from EDISU with information about the full amount for your staying ("*preventivo di spesa"*). According to this message, you have to pay the full amount by means of bank transfer (see below) and send a copy of your payment
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EDISU will consider your reservation completed only after receiving your signed "*preventivo di spesa"* and the copy of your payment.
EDISU will send you a confirmation message.

How to pay for booking rooms in the students' residences

You have to send the whole amount by means of Bank transfer to
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cod. fiscale e P. IVA : 97547570016/06440290010

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In case of cancellation 30 days before the date of arrival, EDISU will refund 70% of the amount payed, with the reduction for expenses due to money transfer.
NO refund in any other case.

INFORMATION FOR VISITORS

Time Italy is one hours ahead of Greenwich Mean Time (GMT+1).

Currency The official currency in Italy is EURO (€). Major credit cards are widely accepted, although cash is preferred in most shops, especially the smaller ones.

Banks Banks in Torino are open between 08.30 – 13.15 and between 14.30-15.30 (approximately) during working days.

Smoking The conference is a non-smoking event. In Italy smoking is not allowed in public buildings. restaurants, liquor establishments (bars) and cafeterias.

Liability & Insurance The organizers cannot be held responsible for accidents to conference participants or accompanying persons, for damage, or loss of their personal property, or for cancellation expenses, regardless of cause. Participants are advised to carry out their own insurance arrangements during their stay in Italy.

Special Needs Participants and accompanying persons with disabilities are invited to advise the Conference Secretariat of any special requirements.

Phones & mobile phones The international dialing code of Italy is +39 (01139 from the USA or Canada). Please consult your cell provider about roaming rates for Italy.

Currency Euro (€)

Electrical Plugs 220V ~ 50Hz

Country Dialing Code +39

How to reach Torino

By airplane

Airport Torino Caselle

Airport Milano Malpensa (shuttle for Torino, it takes 2 hours)

By train

Railway Station Porta Nuova

Railway Station Porta Susa

By Car Highway

A4 Autostrada Torino-Milano

A5 Autostrada Torino-Aosta

A6 Autostrada Torino-Savona

A21 Autostrada Torino-Piacenza