



# NEWSLETTER

International Group for the Psychology  
of Mathematics Education



May 2017

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## Message from PME President

Dear Colleagues from PME,

The last six months has been a busy time for the IC. We have been working hard on PME 41, on enacting the surplus policy voted in at PME 40, and in preparing the agenda for the upcoming AGM.

2017 began with the 1st International Program Committee (IPC) meeting at the National Institute of Education (NIE) in Singapore. The local organizing committee (LOC), led by Berinderjeet Kaur and Ho Weng Kin, were fabulous hosts in our joint work of initiating the review process, touring the conference facilities and conference dinner venue, and sampling some of the cultural aspects of the PME 41 conference.

This was followed in April wherein the rest of the IPC joined me and the LOC in Singapore for the work of the 2nd IPC meeting. Our main work at this meeting was to make final decisions about the 237 research reports (RR), 133 oral communications (OC), 71 poster presentations (PP) submissions, as well as the discussion group (DG), working session (WS), and colloquium (CO) submissions.

(Continued on page 2)



## Message from the Editors

Dear PME members,

In this issue president Peter Liljedahl provides an insight into the PME 41 conference preparations in Singapore and encourages to think about becoming an IC member. In addition, this newsletter provides updates from the PME Portfolio Groups. Further, we are delighted to publish the agenda for the Annual Grand Meeting (AGM) which takes place at our PME 41 conference.

Enjoy reading the Newsletter! Take care.

Maike Vollstedt, Igor' Kontorovich & Keith Jones (newsletter@igpme.org)



## Message from PME President (continued)

This involved looking carefully at the more than 900 reviews we had received. The sheer magnitude of these numbers speaks not only to the vibrancy of our community but also our commitment to participating in the important work of peer-reviewing. We also toured the conference venue, reviewed the excursions, the conference budget, finalized the 2nd announcement, and enjoyed the hospitality of our generous hosts.

The scientific program for PME is looking very nice with over 120 RR's, 130 OC's, and 90 PP's in addition to 2 Research Fora, as well as a host of DG's, WS's, and one CO. Complementing these individual and group sessions are plenary presentations by Olive Chapman (Canada), David Clarke (Australia), Jarmila Novotna (Czech Republic), and Y.C. Tay (Singapore), as well as an Oxford Debate involving Michael Askew (South Africa), Roberta Hunter (New Zealand), Yew Hoong Leong (Singapore), Guri Nortvedt (Norway), and moderated by Ruhama Even (Israel). In addition, the conference begins with the fourth offering of our Early Researchers' Day, organized by Wim van Dooren (Belgium) and Chua Boon Liang (Singapore).

Academic aspects of PME 41 aside, the non-academic attributes of PME 41 are also well in hand. The conference venue is spectacular, almost tropical, with its breezeways and open air cafeteria. NIE in particular, and Singapore in general is an amazingly clean and well organized place with beautiful architecture, lush greenery, fresh air, and wonderful people. One of the centrepieces of Singapore is Marina Bay with its stunning skyline and the iconic Singapore Merlion statue is not only the termination point for every excursion, but also the site for the conference dinner. Even though I have been there twice in the last six months I can't wait to return there in July.



Aside from the work of preparing for PME 41 the IC has also been busy enacting the surplus policy voted in at PME 40. This policy is a mandate for the IC to fund projects that further the goals of PME. By all accounts, our first year enacting this policy has been a big success. See the Report on the PME Special Projects in this issue for details.

Finally, we have been preparing the agenda for the upcoming AGM (see a draft copy of the AGM in this issue). Like every year, one of the most important items on the agenda is elections. This year Anke Lindmeier (Germany), Michal Tabach (Israel), Keith Jones (United Kingdom), and Oh Nam Kwon (South Korea) will be stepping down after their four years of service to the IC and we will be looking to elect four members of the PME community to replace them. If you are interested, or know someone who is willing to work on behalf of PME, and you would like more information

please email the Administrative Manager ([info@igpme.org](mailto:info@igpme.org)) or any member of the IC for more information. Nominees will have to fill in the Nominee Form.

There will a number of items coming forth to the AGM for information and, more importantly, items coming forward to be voted on. For sure, there will be a vote on a regional conference proposal as well as a Special Project, both of which came to us via the surplus policy and both of which exceed 5000 euros. Please keep your eye on the Path to the AGM (on the PME website) for details and to offer your comments on these projects.

I look forward to seeing you in Singapore.

Sincerely,  
Peter Liljedahl,



# PME 41

## Updates on the upcoming PME conference



The Local Organizing Committee of the 41st Annual Meeting of the International Group for the Psychology of Mathematics Education looks forward to welcoming you to PME 41 held in Singapore at the National Institute of Education from July 17 to July 22, 2017.

The theme of the conference is "Mathematics Education Research – Learning, Instruction, Outcomes & Nexus?" The theme offers opportunities to reflect about what we have learned in the past, investigate the present issues, and more importantly, project the future directions in mathematics education research. The theme is inspired by the iconic Singapore mascot, MERLION, which reflects the past and the present. The "Mer" or fish part indicates Singapore's origin as a fishing village; while the "Lion" part comes from the word "Singa-pura", which means Lion city.

The scientific programme of the conference comprises plenary lectures by 4 eminent scholars, a plenary panel that challenges the theory-practice nexus, 2 Research Forums, 4 Working Sessions, 4 Discussion Groups, 1 Seminar, 124 Research Reports, 136 Oral Communications and 93 Poster Presentations. It provides for a challenging and intellectually stimulating discourse amongst participants for the entire span of the conference set in the state of the art spaces for learning.

The social programme of the conference has been carefully put together so that conference participants experience the sights and sounds of the island city state of Singapore.

Berinderjeet Kaur & Ho Weng Kin  
Co-chairs PME 41, LOC



by Berinderjeet Kaur & Ho Weng Kin



by Terence Ong, via Wikimedia Commons



# PME 41

## Introduction of plenary speakers

### David Clarke



Professor of Education & Director of the International Centre for Classroom Research, University of Melbourne (Australia)

First PME attended: Durham, New Hampshire, USA, 1992

Number of PMEs attended: 14

Over the last twenty years, my research activity has centred on capturing the complexity of classroom practice through a program

of international video-based classroom research in more than 20 countries. Other research has addressed teacher professional learning, metacognition, problem-based learning, assessment, multi-theoretic research designs, cross-cultural analyses, curricular alignment, and the challenge of research synthesis in education. Recently, the establishment of the Science of Learning Research Classroom at the Melbourne Graduate School of Education has provided me with access to new levels of detail and experimental precision for my classroom research. The conference title: "Mathematics Education Research - Learning, Instruction, Outcomes, & Nexus" is a wonderful match to my research. My plenary address examines changes in the logic of the mathematics education community's research into the mathematics classroom and how these reflect changes in our conception of teaching, learning and the purpose of research.

### Jarmila Novotná

Professor, Charles University, Prague, Czech Republic;  
 Chercheur titulaire, Laboratoire CeDS, Université Bordeaux Segalen, France

Number of PMEs attended: 13

Year and place of first PME: PME 24, Hiroshima, 2000

Member of PME IC: 2003 - 2007

PME Administrative Manager: 2008 - 2011

At Charles University, I am deeply involved in training future teachers of mathematics and in the research in the domain of mathematical education.

Since 2007, I am chercheur titulaire at Université Bordeaux Segalen, Laboratoires CeDS/LACES, France.

My main research interests are: analysis of students' solving processes, language factors in teaching mathematics, activation processes in mathematics teaching, training of mathematics teacher for profession, and transfer of research results into practice. My main theoretical background is Theory of Didactical Situations in Mathematics. I am active in international and national cooperation.





## Olive Chapman

Professor of Mathematics Education, University of Calgary, Alberta (Canada)

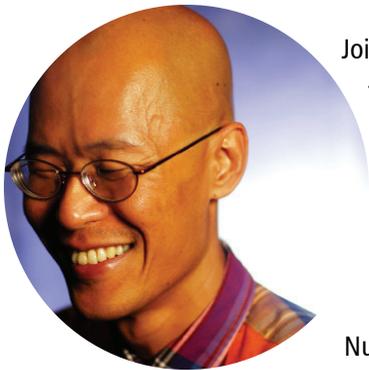
First PME: Durham, New Hampshire, USA, 1992  
Number of PMEs attended: 20

My research interests focus on mathematics teachers' thinking, learning, change, and mathematics knowledge for teaching; mathematical problem-solving knowledge for teaching; inquiry-based mathematics pedagogy; and the use of narratives as inquiry tools in mathematics teacher education and research. This includes understanding elementary and secondary school mathematics teachers' practical knowledge

and classroom actions from their perspectives, self-directed approaches to their learning, and transformation of their teaching to create innovative learning environments and effectively engage their students in meaningful learning of mathematics. My research shows how understanding the mathematics teacher in these ways is important to address the complexities and support autonomy in their learning. Without attention to how teachers learn and change, our understanding of instructional reform is seriously incomplete. My PME presentation aims to contribute to the theme of the conference in relation to learning and instruction with a focus on teachers' learning and transformation in their instructional approaches.



## Y.C. Tay



Joint appointment as a professor in the Department of Mathematics and Department of Computer Science & Resident Fellow of Tembusu College, in the National University of Singapore.

Number of PMEs attended: 0  
First PME: Singapore

My main research interest is in analytical performance modeling of computer systems, i.e. deriving equations that describe the behaviour of database transactions, wireless protocols, memory systems, etc. My plenary lecture does not explicitly address the conference theme, but it is relevant: it concerns the link between mathematics and computing (Nexus), and considers how the concepts and habits that students imbibe (Learning) from the mathematical content that we teach (Instruction) support their interest in programming (Outcomes). I hope my talk contributes to the discussion on how mathematical thinking relates to computing.



## Introduction of plenary panelists

### Ruhama Even (Chair)



The Rudy Bruner Professorial Chair of Science Teaching, Department of Science Teaching, Weizmann Institute of Science (Israel)

Number of PMEs attended: 20  
First PME: Shoshon, Israel, 1983

My long-term research and development work is structured around three main interrelated foci: (1) the professional education and development of mathematics teachers, (2) mathematics curriculum

development and analysis, and (3) the interplay of factors involved in shaping students' opportunities to learn mathematics. Current research projects include:

- The relevance and contribution of advanced mathematics studies to expertise in secondary school mathematics teaching, both at the level of the nature of mathematics and the level of specific contents.
- Opportunities for learning mathematics offered by mathematics textbooks, with a focus on explanations and justifications.
- The contribution of the textbook, together with the teacher and the students, to the opportunities to learn mathematics that are offered to students in mathematics lessons.
- Changes suggested by teachers in the textbook they use in class, with a focus on both content-specific and general changes.

### Roberta Hunter

Associate Professor, Massey University  
(New Zealand)

Number of PMEs attended: 8  
Year and place of first PME: Hawaii, 2003

Central to my research are notions of equity and the opportunities which allow all students to participate and learn mathematics. This encompasses research interests in how culture, language and identity link to, and shape, how students participate in communicating mathematical reasoning. In particular, my research has engaged within



teacher development and mentoring within the messy complexities of classrooms and student learning of mathematics. The research has drawn on teacher and student voice to address ways to support teachers to develop culturally responsive mathematics pedagogy with diverse learners and more specifically with Pasifika and Maori students in high poverty areas in New Zealand. As part of this work I have grappled with how indigenous learners' knowledge and ways of being and their values can form the basis of teacher and student activity so that they engage in mathematical practices in culturally and contextually appropriate ways in mathematics classrooms.



## Yew Hoong Leong

Assistant Professor (Mathematics Education) in the National Institute of Education, Nanyang Technological University in Singapore.

Number of PMEs attended: 1

Year and place of first PME: Vancouver, 2014



I began my journey in mathematics education research at where I left off as a mathematics teacher: in the classroom. I continue to study the overlapping layers of complexities within the work of teaching in the classroom. I have, roughly at the time when mathematics education was said to have entered the “era of the teacher”, broadened my research to include teacher professional development. This domain is indeed the “nexus” that brings together critical foci in mathematics education such as learning, teaching, and student outcomes.

## Guri A. Nortvedt

Associate Professor at the Department for Teacher Education and School Development at the University of Oslo

Number of PMEs attended: 11

Year and place of first PME: Haifa, Israel, 1999

My research interests center on students’ mathematical competence, what this competence comprises and how it might be understood and validly measured (e.g. what should assessment look like if we want students to communicate, model, show their creativity, collaborate about

mathematical problem solving). Currently, we experience an assessment gap between male and female students and between majority and minority students. This gap might be an artefact of the assessment and my interest in assessment design also included equity aspects of assessing students’ mathematical competence. I am also interested in research on language aspects of learning and doing mathematics and in particular on the influence of reading comprehension on students work in assessment situations.



## Michael Askew

Distinguished Professor of Mathematics Education, University of Witwatersrand, Johannesburg

Number of PMEs attended: 12

Year and place of first PME: London (PME 10), 1986

My research interests centre around primary mathematics teachers, their understanding and practices, particularly as they relate to work in number. Throughout



my career I have strived to combine research with professional development and am keen to help teachers relate research findings to classroom practices. Currently I’m involved in a 10-year combined research and development project working with teachers in previously disadvantaged schools in South Africa. The plenary panel is going to take the form of a debate around the topic that mathematics education research should NOT inform practice, so I am looking forward to the challenge of arguing for the motion, as in reality, I’m diametrically opposed to that position!



## PME 41 AGM Agenda

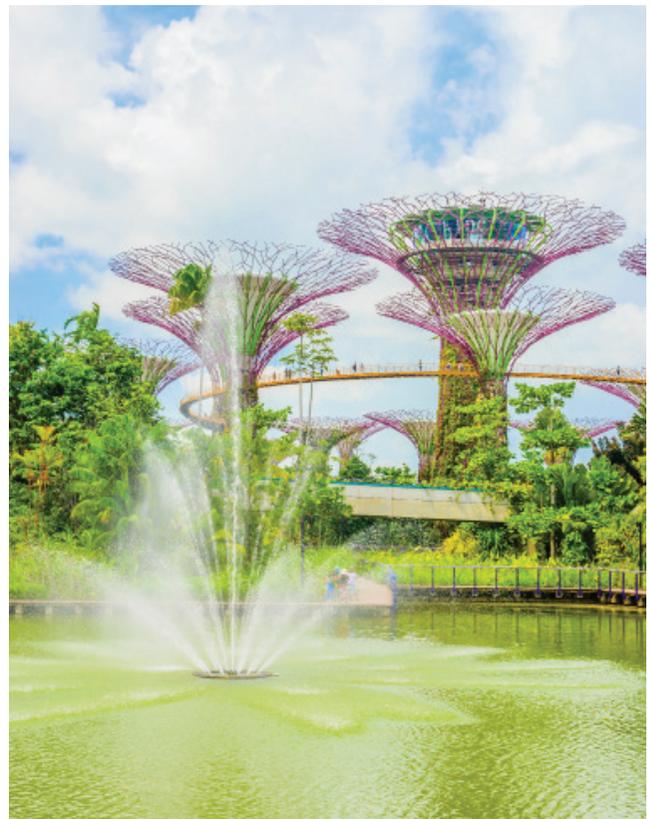
1. Opening of the meeting
2. Adoption of the agenda
3. Adoption of the minutes of the 2016 AGM held in Szeged, Hungary
4. Elections: New members of the International committee
5. Portfolio Groups reports
6. Treasurer report
7. Proposal: special project
8. Proposal: regional conference
9. Proposal: transformation of group format
10. Other items
11. Brief report on future conferences



Singapore Bay - created by Mrsiraphol - Freepik.com



Hindu Temple in Singapore - created by Mrsiraphol - Freepik.com



Gardens by the Sea in Singapore - created by Mrsiraphol - Freepik.com



# PME IC Reports

## Treasurer Portfolio Group report

Submitted by Cris Edmonds-Wathen



Current members of the Treasurer Portfolio Group are Cris Edmonds-Wathen, Australia (Treasurer); Keith Jones (UK), Kai Lin Yang (Taiwan), and Miguel Ribeiro (Brazil).

The Treasurer Portfolio Group (TPG) responsibilities include: managing the financial transactions of IGPME (e.g., making payments and deposits, responding to financial queries, issuing confirmations), maintaining

records, advising on fiscal questions from present and future conference organizers, and preparing annual financial reports. The main activity of the TPG over the past few months has been overseeing the budgets of proposals under the surplus policy, including proposals for regional conferences. With some of the small proposals approved and under way, we have realized that our main method of making payments – physical cheques – is not optimal for our international activities. The changeover of signatories with our Barclays Bank account in the UK has taken longer than expected. Once the changeover is finalized, we plan to investigate our online banking options with a view to making our financial transactions more efficient.

## Policy Portfolio Group report

Submitted by David M. Gómez (Chile)

The PPG is led by David M. Gómez (Chile), with Kim Beswick (Australia), Yiming Cao (China), and Lovisa Sumpter (Sweden).

PME is an international organization that has both short-term and long-term goals. These types of goals require PME to be both flexible in response to new challenges and coherent with respect to its history and its aims. Such coherence is achieved by means of policies and practices, whose preparation and discussion is the main task of the Policy Portfolio Group (PPG). Other tasks of the PPG involve the internal and external affairs of PME. After the approval of the Surplus Policy by the membership at PME 40, the PPG collaborated with the other portfolio groups in implementing the first PME calls for Special Projects and Regional Conferences. The Surplus Policy allows PME members, as well as the PME International



Committee, to propose actions to promote PME's aims of inclusion and equity. An example of these actions is the implementation of support for the conference fee for PME 41 using funds from the PME surplus. This decision was made by the International Committee based on a framework prepared by the PPG together with the PME Vice-president and Treasurer, and may be repeated in the future depending on PME's financial status and the foreseen fee of each conference. A permanent interest of PME relates to the participation of early career researchers. Last year, in PME 40, the Early Researchers' Day (ERD) was institutionalized as an established part of PME conferences. In line with this, the PPG has also been exploring the modes of participation of early career researcher used by other international groups. This is informing proposals for further ways to engage early career researchers within the PME community. The PPG hopes to bring news about this topic soon.



## Vice-President Portfolio (VPPG) Report

Submitted by Anke Lindmeier

The Vice-President Portfolio Group is working on issues of scientific matters. For the year 2016-17, the members are Csaba Csíkos (Hungary), Mellony Graven (South Africa), Einat Heyd-Metzuyanim (Israel), and Anke Lindmeier (Germany, Vice-President).

Looking back at this PME-year we see a scientific community that is characterized by stability and reliability as well as innovation and openness. The first call for „special projects“ led to exciting proposals that were a pleasure to review and we are looking forward to the further developments in that direction (see pages 13 - 14 on a report on the special projects).

As promised, the VPPG further had a look at the review process as currently implemented for our conferences. Review processes are necessary to ensure scientific quality, but – unlike in commercial contexts – they are fully within the responsibilities of the scientific community itself. Accordingly, review processes and practices are subject to decisions of the Annual General Meeting (AGM) and/or of the international committee (IC). It is the ongoing duty to monitor related processes, even if – and I want to state that explicitly – there were no issues arising regarding the review processes. As in the last years, we will report the outcome of the regular review monitoring for PME 40 at the next AGM. Moreover, we will report the present situation in respect to the overall reviewer capacity, that proved to be alarmingly low in past years with many submissions (e.g. PME 37 in Kiel and PME 38 in Vancouver). However, as a consequence of a series of bigger conferences, our reviewer pool grew and at the moment the database lists approx. 460 PME members as eligible for reviewing (see also rule for eligibility in info-box). Most reviewers are also willing to review three or more papers, so that the reviewer capacity improved further. For PME 40 and 41, the reviewer capacity hence was found to be sufficiently high, although in respect to some



topics we still might ask single reviewers to take over an extra review. Thank you very much to all reviewers who have an important tasks in our community!

The VPPG is at the moment finishing the task of re-working the group formats through merging the Working Session and Discussion Group format, that were perceived as not being good to distinguish. We will present the new group format descriptions at the next AGM. As ongoing tasks we are further involved in the negotiations of the future conference bids. Moreover, we monitor the Early Researchers Day (ERD) through its evaluation. Finally, as the retiring vice-president I encourage you to constantly keep your eyes open for ways to improve the quality and level of professionalization within the IG PMG research community. Please do not hesitate to contact any member of the VPPG in case you see a way of improving for the IG PME. Your input and feedback is always warmly welcome.

Looking forward to seeing you soon in Singapore!

Anke Lindmeier, Vice-President  
(lindmeier@ipn.uni-kiel.de)

### Info-Box: Rule of eligibility for reviewing

PME members with two accepted Research Reports (as presenting authors) in the past five years or three accepted Research Reports in the past 10 years are eligible as PME reviewer. Reviewers are asked to review at least 3 submissions, as every submission will be subject to 3 independent reviews in turn. Please contact the Administrative Manager (Bettina Rösken-Winter, info@igpme.org) or the vice-president of the IG PME (Anke Lindmeier, lindmeier@ipn.uni-kiel.de) in case you have any questions concerning your eligibility for being a reviewer.



## Secretary Portfolio Group report

Submitted by Michal Tabach (Israel)

The Secretary Portfolio Group comprises Michal Tabach (Israel, Secretary), Berinderjeet Kaur (Singapore), Oh Nam Kwon (South Korea) and Stanislaw Schukajlow-Wasjutinski (Germany).

The Secretary Portfolio Group (SPG) is responsible for facilitating communication within PME and for keeping records of all PME activities. This year, Michal was elected again as Secretary of PME, with three more members to complete the group: Oh Nam, Berinderjeet and Stanislaw. We note that Berinderjeet, as the local co-organizer of PME 41 in Singapore was extremely busy this year...As in the past years, the SPG has been working on various projects throughout the year. Some of them are ongoing and others reflect needs of our community as they arise:

### PME Special Projects

As is reported separately in this newsletter, we were engaged with answering questions from the proposers, and all communications both with the proposals that were approved by the IC and the ones that were not approved.

### PME Conference Review Process.

For the fourth year now, we analyzed the PME review process, based on responses from Research Report authors on the comments from the reviewers of their submissions. We have analyzed all reviewers' comments and feedback from contributors on how useful these comments were. This has been an informative activity. The main results of the analysis are to be presented at PME41 and, hopefully, this should help guide contributors and reviewers in the future. In addition, and for the second time, under the guidance of Anke Lindmeier, a seminar activity took place during PME40: Reviewing for the PME - A primer for (new) reviewers. This Seminar is one of the group activities that is being offered again during PME41 as an opportunity for members attending the conference.



### Documentation

The SPG is responsible for keeping PME documentations in order.

We are engaged with updating these documents as an ongoing effort, producing new documents when necessary, and where possible simplifying them. To make the documentation more accessible to the membership as a whole and to future PME conference organizers, we are towards the end process of building a Wiki platform on which all needed details is to be available and accessible. Due to some technical requirements, this service is not in the advanced state we wished for it to be, but we hope we can to speed up our work soon.

### Future PME organizers

The SPG is keeping in contact with future PME organizers. This year we had a monthly interchange with the local co-organizer of PME 41 in Singapore, Berinderjeet Kaur. Such contact allows us to keep close connection with the progress of preparations and to be responsive to problems in case they arise. We have also had less frequent contacts with the co-organizers of PME 42 in Umeå, Sweden, Ewa Bergqvist and Magnus Österholm, and with PME 43 organizer in South Africa, Johann Engelbrecht.

### IGPME Homepage

Our homepage is growing every year. All relevant information about IGPME as an organization, and about PME conferences, is available there. We keep the homepage up to date and encourage you to use the different channels for communication within the PME community.

### IGPME Newsletter

Following a specific request from the current editors of the newsletter, Maike Vollstedt and Keith Jones, during PME40 we recruited a third editor to our newsletter from amongst the participants of the ERD at PME40. Igor' Kontorovich, from New Zealand, has taken on the role of the third editor.



# Free Contributions

## Differential Equations Education through Visualization at Secondary School (DEEVSS)

Submitted by Younes Karimi Fardinpour (Iran)

This is about the development of a new project that might be of interest for PME members. I am going to participate in Mathematics Education on issues that related to Differential Equations Education through Visualization at Secondary School (DEEVSS). As a discussion group, DEEVSS have started planning on a proposal for the discussion group to be part of the program for PME 42.

This discussion group will bring together congress participants interested in exchanging ideas, and discussing issues and challenges related to DEEVSS. Differential Equations Education in this category confer Visualization approach, but have schools education as their primary focus. Examples include Dutch's research of the Science Education by Arnaud Uwland and Folkert van Vliet in the University of Twente and Iran's research of the Differential Equation Education at Secondary School level by Younes Karimi Fardinpour in the Tabriz Mathematics and Science House. DEEVSS will be conceptually focused, granting horizontal and vertical mathematization and Realistic Mathematics Education certifications or preparing students to transfer to university.

The DEEVSS discussion group would have been part of the several researches. Researchers by Visualization approach often have opportunities to network and share successes and failures on a local or national level. However, there are opportunities for gatherings and discussions with faculty, school's teachers and mathematics education researchers from countries with universities having similar aims, school's course offerings, and horizontal-vertical mathematization programs. The DEEVSS meetings would have been provided an important avenue for an exchange of ideas and



networking and have helped shape the current school-university Visualization mathematics education environment. The DEEVSS members offered issues and questions they would like to see addressed in PME-42. Specific questions to be addressed are:

- (1) What challenges related to teaching, learning, assessment, and curriculum do teachers and students face that are unique in the DEEVSS? What opportunities are available to university's and school's teachers by Differential Equations Education through Visualization that are not present in traditional university's and school's mathematics education?
- (2) What are examples of research-based promising practices that enrich mathematics programs in the environment specific to DEEVSS? How will be these programs evaluated?
- (3) What will be new developments in the assessment of student learning that will be more appropriately, if not uniquely, suited to DEEVSS?
- (4) What are examples of developments or innovations with use of technology in DEEVSS that have leveraged the teaching and learning mathematics?

We would like to know if PME members would be interested in DEEVSS.

Regards,

Younes Karimi Fardinpour

Department of Mathematics, Ahar branch,

Islamic Azad University, Ahar, Iran

y-k-fardinpour@iau-ahar.ac.ir



# MISCELLANEOUS

## Report on the PME Special Projects

Submitted by Peter Liljedahl, Anke Lindmeier, Michal Tabach, Cris Edmonds-Wathen, and David M. Gómez



During the Annual General Meeting (AGM) at PME40 a vote was taken on the suggested surplus policy. Following to the approval of the policy, a call to apply for “special projects” to be funded through this policy was initiated and sent to the membership.



A total of 13 proposals were handed in to the PME Secretary. Ten proposals asked for a budget of under 5000 Euro, and 3 asked for more money. As the PME IC is allegeable to approve only up to 5000 Euro per project autonomously, the two types of proposals underwent a somewhat different path, as described next.

A discussion around the first group of 10 proposals took place among the IC members, followed by a voting<sup>1</sup> on each proposal – whether or not to approve it. As a result, four proposals were approved, partly under conditions such as to specify certain aspects of the budget or provide additional clarifications. The acceptance and conditions (if any) for each project were communicated to the PME members that submitted them. In the cases where we asked for modifications, a member of the IC was assigned to help the proposer in modifying the proposal. The following projects were approved. Congratulations to the proposers!

1. Bridging the Gap between Gender and Mathematics: Psychology of Mathematics Education in Uganda, by Betty K Nannyonga, from Makerere University, Uganda

2. Fostering Professional Development of Early Career Researchers in Ghana, by Emmanuel Adu-Bofah & Forster D Ntow, from University of Cape Coast, Ghana;
3. Building Research Capacity at SIMC 2017, by Mary Ochieng, Western University Kalamazoo, Michigan USA.
4. Eye-tracking workshop for the ERD at PME41 (Singapore), by Wim Van Dooren from University of Leuven, Belgium and Boon-Liang Chua, local responsible for the ERD at PME41;

We also thank all applicants, for their interest in contributing to PME. At this point, we would like to give an overview on the type of reasons that led the IC to reject other proposals:

- There is no budget included in the proposal;
- PME funds international scientific activities that benefit a broad community. In this sense, proposals are expected to address the lines of action of the call for “special projects” directly, and not just as by-product of a research project;
- The alignment of proposed expenses and the lines of action of the call for “special projects” is not clear, and we could not see a chance of aligning it;
- The expected actions and impact of the application are considered too broad to be feasible;
- The funding of expenses such as travel costs and conference fees for individuals (including fees for PME conferences) lies beyond the funding policy unless it is integral part of the project to support researchers in a way comparable to the funding guidelines for the Skemp Fund.

In a similar way, the IC reviewed and discussed the three proposals which were over 5000 euro, although the IC cannot approve them autonomously. As all expenses over 5000 Euro must be voted





by the AGM, the IC voted on whether or not to move these proposals to the "Path to AGM". Again, and for reasons similar to the ones described above, the IC voted not to move to the AGM two of them. As for the one project that was approved to be moved to the Path to AGM (<http://www.igpme.org/index.php/communication/path-to-agm-forum>), recommendations for modifications were communicated to the proposers. You, the PME members, will be asked to decide on the final approval of this project in the AGM at PME 41. Its name is Investigating the Social Nature of Learning, proposed by David Clarke. Finally, we also had one proposal for a regional conference. The IC

reviewed and discussed the proposal as well, and voted to move it forward to the Path to AGM. You will be asked to decide on the final approval of this regional conference in the AGM at PME 41. Its name is First PME Regional Workshop - South America, proposed by David Maximiliano Gómez and Wim Van Dooren.

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<sup>1</sup> All IC members who were involved in a proposal, either as proposers or supporters, were not part of the discussion and the decision of the relevant call.



PME41 SECOND ANNOUNCEMENT REGISTRATION ACCOMMODATION ERD PROGRAMME EXCURSIONS EXHIBITORS CONTACT US



## Don't miss out to visit the PME 41 conference website

On the PME 41 conference website you can find information about

- the tentative timetable,
- seminars,
- research forums,
- working sessions,
- discussion groups,
- excursions,
- registration,
- contact persons,
- and much more!

<http://math.nie.edu.sg/pme41/>

### GARDENS BY THE BAY – MARINA BARRAGE – MERLION PARK TOUR WITH RIVER CRUISE

Tour code: SG-1 | Departure Date: 20 Jul 2017 | Tour Start: 1400 hours | Tour Duration: 4 - 5 hours



#### Gardens by the Bay

Gardens by the Bay brings to life the National Parks Board Singapore's vision of creating a City in a Garden. The Gardens captures the essence of Singapore as the premier tropical Garden City with the perfect environment in which to live and work - making Singapore a leading global city of the 21<sup>st</sup> century. Gardens by the Bay broke ground in November 2007, signalling the commencement of the



## A call for IC nominations



Main decisions of PME as an international organization are made by those PME members who attend the Annual General Meeting (AGM) each year during the conference. To run PME over the year, prepare and implement AGM decisions and do most of the everyday work, PME has

an International Committee (IC) of 16 elected members. Each year, during the AGM meeting, four new nominees are elected for four years by the members present.

Being a part of the IC is a great opportunity to contribute to PME organization. The IC needs persons who want to bring their knowledge, skills and some of their time to shape PME and help to keep our scientific community "at the edge". The work on the IC involves taking part in the IC meetings one day before, some hours during and one day after the PME conferences, and to contribute to the work in one of the four IC portfolio groups over the year:

- The Policy Portfolio group, which mainly deals with policy issues in PME
- The Vice Presidents' Portfolio group, which is mainly responsible with scientific issues in PME
- The Secretaries' Portfolio group, which mainly takes care of communication within PME
- The Treasurers' Portfolio group, which is responsible for financial affairs of PME

We encourage you to take part and become an influential member in our community. It involves some (sometimes hard) work, but it is also



an interesting and gratifying experience. Specifically, we will welcome ICT-friendly new members in the IC. Here is how to stand for the IC: You need to fill in the Application Form (<http://www.igpme.org/index.php/component/edocman/ic-application-form>) to introduce yourself and your goals for your involvement in the IC. This form must be signed by yourself and two researchers who support your applications. You hand this form to the PME Administrative Manager (Bettina Roesken-Winter) at least 24 hours before the start of the AGM. You and your supporters should be present at the AGM, one of your supporters will be asked to introduce you shortly before the election starts.

The main restriction on the IC members is that at most three members from one country are allowed on the IC at any time. A list of current and past IC members can be found under <http://www.igpme.org/index.php/organization/international-committee>. The current IC would

be very happy to welcome researchers from all countries, in particular also from countries which are currently not strongly represented within PME.

The four IC members who will finish their four years' services are Keith Jones from United Kingdom, Oh Nam Kwon from South Korea, Anke Lindmeier from Germany, and Michal Tabach from Israel. We would like to take this opportunity and thank the four of them publically.

Consider standing for the IC, we would be happy to welcome you!

Peter Liljedahl (PME President),  
Anke Lindmeier (PME Vice-President) &  
Michal Tabach (PME Secretary)





## PME Announcements Forum on the PME Website

The IGPME website ([www.igpme.org](http://www.igpme.org)) is the main portal for all communication and information re-garding PME. A useful feature for PME members is the Announcements Forum as this is place to post items of information for PME members such as job announcements, conference announcements, and so on. To access the Announcements Forum, please log in with your 'conftool' log-in details. You can then find the forum in the 'Communication' section. Since the previous PME Newsletter, the following items have been posted on the PME Announcements Forum:

**International Symposium Elementary Maths Teaching:** The fourteenth bi-annual conference on Elementary Mathematics Teaching, SEMT '17, will be held from August 20-25, 2017, in Prague. The programme will focus on the teaching of mathematics to children within the age-range 5–12 years. The theme of SEMT '17 is 'Equity and diversity in elementary mathematics education'. The Symposium comprises plenary lectures, presentation of papers, and workshops: <http://igpme.org/index.php/forum/announcement-forum/202-international-symposium-elementary-maths-teaching>

**Post-doc position in Math Cognition @ Chile:** The Center for Advanced Research in Education (CIAE) of Universidad de Chile, located in Santiago, Chile, has opened a call for post docs in the area of Mathematics Cognition. Knowledge of the Spanish language is desirable, but not required. The deadline for submissions is June 30th: <http://igpme.org/index.php/forum/announcement-forum/201-post-doc-position-in-math-cognition-chile>

**Position at University of Southampton, UK:** The University of Southampton announces a position in mathematics education. For information visit: <http://www.igpme.org/index.php/communication/announcement-forum/200-position-at-university-of-southampton-uk>

**Professor in Mathematics Education:** The University of Munich (LMU) announces a position for a professorship in mathematics education. For more information visit: <http://igpme.org/index.php/forum/announcement-forum/198-professor-in-math-education-lmu-munich-germany>

Topics in Category: Announcement Forum			
0 Replies	<p><b>International Symposium Elementary Maths Teaching</b></p> <p>Topic started 23 Apr 2017 20:28 by Jarmila Novotna</p>	6 Views	Last Post by Jarmila Novotna 23 Apr 2017 20:28
0 Replies	<p><b>Post doc position in Math Cognition @ Chile</b> </p> <p>Topic started 10 Apr 2017 14:30 by David Maximiliano Gomez</p>	3 Views	Last Post by David Maximiliano Gomez 10 Apr 2017 14:30
0 Replies	<p><b>Position at University of Southampton, UK</b></p> <p>Topic started 06 Apr 2017 19:08 by Keith Jones</p>	6 Views	Last Post by Keith Jones 06 Apr 2017 19:08
0 Replies	<p><b>Professor in Math. Education: LMU, Munich, Germany</b> </p> <p>Topic started 24 Mar 2017 08:16 by Stefan Ufer</p>	7 Views	Last Post by Stefan Ufer 24 Mar 2017 08:16