

Research Paper and Project Presentations

Note: The titles of the paper sessions represent only one possible way of groupings and are not meant to restrict the scope of discussion.

Critical mathematics education curriculum 1 (Sunday 21, Room A)

- Fabrication of knowledge: A framework for mathematical education for social justice (Brian Lawler)
- Racist beauty canon, natural beauty and critical mathematical education (Norberto Reaño)
- Our issue, our people: Mathematics as our weapon (Rico Gutstein)

Teacher education 1 (Sunday 21, Room B)

- Discursive authority in the mathematics classroom: Developing teacher capacity to analyze interactions in terms of modality and modulation (Elizabeth de Freitas & Betina Zolkover)
- Structured or structuring: Setting up a professional development project (Tamsin Meaney & Troels Lange)
- Considerations on basic issues concerning research on “content knowledge in teacher education” (Reinhardt Hochmuth)

Differential access to criteria (Sunday 21, Room C)

- Reproduction and distribution of mathematical knowledge in higher education: Constructing insiders and outsiders (Christer Bergsten, Eva Jablonka & Anna Klisinska)
- Studying the effects of a hybrid curriculum and weak framing: Glimpses from an ongoing investigation of two Swedish classrooms (Eva Jablonka, Maria Johansson & Mikaela Rohdin)
- Recognizing what the talk is about: Discussing realistic problems as a means of stratification of performance (Hauke Straehler-Pohl)

Students' background and foreground (Sunday 21, Room D)

- Mathematics education, differential inclusion and the Brazilian Landless Movement (Gelsa Knijnik & Fernanda Wanderer)
- Intentions for learning mathematics (Henning Westphael)
- Parents' support in mathematical discourses (Kerstin Tiedemann & Birgit Brandt)

Critical mathematics education curriculum 2 (Monday 22, Room A)

- The importance of the relation between the socio-political context, interdisciplinarity and the learning of mathematics (Francisco Camelo, Gabriel Mancera, Julio Romero, Gloria García & Paola Valero)
- Developing a criticalmathematical numeracy through real real-life word problems (Marilyn Frankenstein)
- Tensions between context and content in a quantitative literacy course at university (Vera Friith, Kate Le Roux, Pam Lloyd, Jacob Jaftha, Duncan Mhakure & Sheena Rughubar-Reddy)

Teacher education 2 (Monday 22, Room B)

- Desiring/disrupting identity change politics: Mathematics, technology and teacher narratives (Anna Chronaki)
- Virtually there: Introducing the internship e-advisor in mathematics teacher education (Kathleen Nolan)
- Engaging beginning teachers in the functional-grammatical study of whole-class conversations (Betina Zolkower & Elizabeth de Freitas)

Research Methodologies and Agendas 1 (Monday 22, Room C)

- Action-research in the Venezuelan classrooms (Rosa Becerra)
- Methodology in critical mathematics education: A case analysis (Alexandre Pais, Elsa Fernandes, João Filipe Matos & Ana Sofia Alves)

Language and culture (Monday 22, Room D)

- Where did it all go right? The socio-political development of Gaeilge as a medium for learning mathematics in Ireland (Máire Ní Ríordáin)
- Collective mathematical reasoning in classrooms with a multilingual body of pupils (Birgit Brandt & Marcus Schütte)
- Identity in a bilingual mathematics classroom – a Swedish example (Eva Norén)

Critical mathematics education curriculum 3 (Wednesday 24, Room A)

- Mathematics from the perspective of critical sociology (Sikunder Ali Baber)
- A framing of the world by mathematics: A study of word problems in Greek primary school mathematics textbooks (Dimitris Chassapis)
- Simón Rodríguez and the critical didactics of mathematics (Alí Rojas)

Teachers assessing students (Wednesday 24, Room B)

- Called to account: Criteria in mathematics teacher education (Karin Brodie)
- Discourses of assessment actions in mathematics classrooms (Lisa Björklund Boistrup)
- Mathematics assessment and teacher training: A perspective of change in Venezuela (Andrés Moya)

Research Methodologies and Agendas 2 (Wednesday 24, Room C)

- "I was thinking the wrong thing" / "I was looking in a particular way": In search of analytic tools for studying mathematical action from a socio-political perspective (Kate Le Roux)
- From questions of *how* to questions of *why* in mathematics education research (Alexandre Pais, Diana Stentoft & Paola Valero)
- Questioning understanding!?! (Anna Llewellyn)

Philosophy / epistemology of mathematics and the curriculum (Wednesday 24, Room D)

- Mathematics, democracy and the aesthetic (Nathalie Sinclair & David Pimm)
- Philosophy of mathematics in the mathematics curriculum. Questions and problems raised by a case study of secondary education in Flanders (Karen François & Jean Paul van Bendegem)
- The seductive queen – mathematics textbook protagonist (David Wagner)

Ability tracking and streaming (Thursday 25, Room A)

- Dilemmas of streaming in the new curriculum in Norway (Hans Jørgen Braathe)
- 'Sometimes I think wow I'm doing further maths...': Tensions between aspiring and belonging (Cathy Smith)

Reforms (Thursday 25, Room B)

- A comparative approach to the teaching of mathematics at the time when pupils begin attending Greek primary school: The case of the educational material of the 1982 and 2003 mathematics curricula (Gerasimos Koustourakis & Kostas Zacharos)
- Innovation or not? Consistency in the curriculum prescription in the new curriculum in Mozambique (Balbina Mutemba)
- Pedagogic identities in the reform of school mathematics (Monica Johansson)

Research Methodologies and Agendas 3 (Thursday 25, Room C)

- Sociomathematics: A subject field and a research field (Tine Wedege)
- Analysing PISA's regime of rationality (Clive Kanes, Candia Morgan & Anna Tsatsaroni)

History / epistemology of mathematics and the curriculum (Thursday 25, Room D)

- Experiencing the space we share (Tony Brown)
- Debating for 'one measure for the world': Sensitive pendulum or heavy earth? (Panayota Kotarinou, Anna Chronaki & Charoula Stathopoulou)