

## CERME 2 Second Conference of the European Society for Research in Mathematics Education

Mariánské Lázně (Czech Republic), 24th – 27th February  
2001

The chief aims of ERME are to promote communication, cooperation and collaboration in research in mathematics Education in Europe. Fundamentally we need to know more about the research which has been done and is ongoing, and the research groups and research interests in different European countries. We need to provide opportunities for collaboration in research areas and for inter-European cooperation between researchers in joint research projects. This conference is designed to promote these aims.

The conference is designed to foster a communicative spirit. It deliberately and distinctively moves away from research presentations by individuals towards collaborative group work. Its main feature is to be a number of Thematic Groups whose members will work together in a common research area. There are 7 groups in this conference.

Group 1: Building Structures in Mathematical Knowledge

Group 2: Tools and Technologies in Mathematical Didactics

Group 3: Theory and Practice of Teaching from Pre-service to In-service teacher education

Group 4: Social Interactions in Mathematical Learning Situations

Group 5: Mathematical Thinking and Learning as Cognitive Processes

Group 6: Assessment and Curriculum

Group 7: The Role of Metaphors and Images in the Learning and Understanding of Mathematics.

There will also be poster presentations which are designed for new researchers to present their work. Posters will be displayed throughout the conference, with sessions for discussion with presenters at their posters.

For further information please contact:

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## ALM 8 8th International Conference on Adults Learning Mathematics: Numeracy for Empowerment and Democracy?

Roskilde (Denmark), 28th – 30th June 2001

The ALM8 Conference will be locally hosted by the Centre for Research in Learning Mathematics at Roskilde University, Denmark.

The idea of lifelong learning was introduced by UNESCO in the late 1960s and reappeared in a different context and a different form in the late 1980s. In the meantime lifelong learning as a guiding principle for restructuring education had changed from a utopian idea (democracy or access to democracy) to an economic imperative.

During the last 20 years, numeracy (or mathematical/quantitative literacy) has been a key word in policy reports, international surveys, adult educational programmes and research on adult and mathematics education. Adult numeracy is a complex and much debated area of practice and research. In adult education, two different lines of approach are possible: society's requirements of numeracy or adults' need for numeracy.

We try to bridge these two approaches of the concept by describing numeracy as a math-containing competence that, in principle, is needed by everybody in society. Thus, the following statements are possible:

- Numeracy changes with time and place with respect to the development of society and technology.
- Numeracy has both a social, a cognitive and an affective aspect.
- Numeracy is a basic competence in working life, vocational and professional education, and academic studies.

Why, how, and what adult numeracy? Could numeracy also be a possible answer to a question of empowerment and democracy in the broadest sense of these terms?

### Preliminary conference programme

#### *Plenary speakers*

*Lifelong Learning – A Political Agenda! Also a Research Agenda?*

Henning Salling Olesen, Roskilde University, Denmark

*What Counts as Mathematics in Adult and Vocational Education?*

Gail E. FitzSimons, Monash University, Australia

*(Dis)empowering Forces in Everyday Mathematics. Challenges to Democracy.*

Lena Lindenskov & Paola Valero, Danish University of Education, Denmark

**Plenary panel**

*Perspectives on Research on Adults Learning Mathematics.*

Diana Coben (UK), John O'Donoghue (Ireland), Jürgen Maaß (Austria), Tine Wedege (chair, Denmark).

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**CIEAEM 53**

## **Mathematical Literacy in the Digital Era – Research and Classroom Practice Towards a New Conception of Mathematics for All**

Rhodes (Greece), 4 – 10 July 2001

**Organizer**

International Commission for the Study and Improvement of Mathematics Education

**International Programme Committee (Chair)**

Kalavassis Frangiskos  
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**Structure of the Conference**

The conference will include: a number of plenary lectures, introducing different aspects of the main theme; working groups as well as individual and cooperative presentations, grouped according to the different subthemes and questions; workshops, providing a more active participation; a forum of ideas, giving room for presentation of examples of research studies, teaching practice or learning materials; special sessions, dedicated to other topics of general interest.

**Theme / subthemes**

Our society that is more and more formatted by mathematics set up more and stronger demands for mathematical competencies.

In the community of mathematics education there are conflicting debates about the consequences of the obvious fact that the mathematical knowledge and skills taught in schools are no longer compatible with those of the mathematised society. A big number of pupils and adults risk missing the opportunity for autonomously and competently acting in the digital era.

The goal of the CIEAEM 53 conference in Rhodes is to engage all participants, teachers as well as researchers, in mutually "revisiting" their common references and their different practices with a perspective for the needed innovation to be undertaken for the years to come.

We propose to approach the main theme by five subthemes:

- The relationship between the research on mathematical literacy and the improvement of teaching and learning mathematics
- The transformation of the new competencies into curricula and learning materials, in the context of the new social demands
- The challenge of the research on the professional education of teachers and on the possible innovations of classroom practice on national and international levels
- The possibilities, limits and risks of the information and communication technologies in supporting mathematical literacy
- Mathematical literacy and differential education: the question of cultural diversity and social equity

**General information**

The meeting will take place in the Department of Pre-School Education of the University of the Aegean in Rhodes.

The languages of the conference will be English and French.

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