HOW TO PARTICIPATE

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and group automorphisms) so difficult for students ? How can this problem be addressed ?

- There are specific questions about specific aspects of specific courses in algebra; for example, why do students who seem competent in $\mathbf{R}^n$ have difficulty with more concrete questions in $\mathbf{R}^2$ and $\mathbf{R}^3$? How can such questions be resolved ?
- How does symbolic logic (through statements, connectives, quantifiers, qualified statements, and arguments) affect students' proof-making and their view of the value of proof-making ?
- Secondary school algebra seems to lead more directly to applied mathematical modelling at the tertiary level, rather than to abstract algebra. What is going on here ?
- Should secondary students learn more about algebraic structure ?

HOW TO PARTICIPATE

The study conference will be held at the University of Melbourne from December 10 to December 14, 2001. As is the normal practice for ICMI studies, participation in the study conference is by invitation, given on the basis of papers submitted. A submitted paper may address issues from a number of sections above but it should identify one section as the primary focus. The pre-proceedings will contain the submissions of all participants and will form the basis for the scientific work of the study conference. The study volume, published after the conference, will contain selected revised contributions and reports. Submissions should pay particular attention to implications for the future of the teaching and learning of algebra. The work may report the results of individual studies (completed or in progress), or offer well-argued opinions. Survey and overview articles are especially welcome.

Submissions are invited from all interested who will be able to make a sound contribution to a scientific meeting. New researchers in the field are especially encouraged to submit, as are those with significant responsibility for curriculum development and implementation. The study conference is a fine opportunity for international exchange, so participants from countries under-represented in mathematics education research meetings are very welcome to submit. We hope that interaction in this study of mathematics teachers from the early years to tertiary levels, mathematics educators and mathematicians will produce new insights and guidelines for future work.

Submissions should be a paper 5 to 8 pages in length and should reach the Program Chair at the address below by January 31, 2001. Camera ready copy for the pre-proceedings is required. All submissions must be in English, the language of the study conference. Further technical details about the format of submissions will be available on the study website (see below), which will be progressively updated with all study and travel information. The combined fee for registration and college accommodation is expected to be less than US$ 500.

The members of the International Program Committee are: Program Chair Kaye STACEY (Australia), Dave CARLSON (USA), Jean-Phillipe DROUHARD (France), Desmond FEARNLEY-SANDER (Australia), Toshiakira FUJII (Japan), Carolyn KIERAN (Canada), Barry KISSANE (Australia), Romulo LINS (Brazil), Teresa ROJANO (Mexico), Luis PUIG (Spain), Rosamund SUTHERLAND (UK), Bernard HODGSON (ex-officio, ICMI). Helen CHICK (Australia) is the conference secretary.

FOR FURTHER INFORMATION

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