

V. CONTRIBUTIONS TO THE STUDY

Objekttyp: **Chapter**

Zeitschrift: **L'Enseignement Mathématique**

Band (Jahr): **47 (2001)**

Heft 1-2: **L'ENSEIGNEMENT MATHÉMATIQUE**

PDF erstellt am: **22.09.2024**

Nutzungsbedingungen

Die ETH-Bibliothek ist Anbieterin der digitalisierten Zeitschriften. Sie besitzt keine Urheberrechte an den Inhalten der Zeitschriften. Die Rechte liegen in der Regel bei den Herausgebern.

Die auf der Plattform e-periodica veröffentlichten Dokumente stehen für nicht-kommerzielle Zwecke in Lehre und Forschung sowie für die private Nutzung frei zur Verfügung. Einzelne Dateien oder Ausdrucke aus diesem Angebot können zusammen mit diesen Nutzungsbedingungen und den korrekten Herkunftsbezeichnungen weitergegeben werden.

Das Veröffentlichen von Bildern in Print- und Online-Publikationen ist nur mit vorheriger Genehmigung der Rechteinhaber erlaubt. Die systematische Speicherung von Teilen des elektronischen Angebots auf anderen Servern bedarf ebenfalls des schriftlichen Einverständnisses der Rechteinhaber.

Haftungsausschluss

Alle Angaben erfolgen ohne Gewähr für Vollständigkeit oder Richtigkeit. Es wird keine Haftung übernommen für Schäden durch die Verwendung von Informationen aus diesem Online-Angebot oder durch das Fehlen von Informationen. Dies gilt auch für Inhalte Dritter, die über dieses Angebot zugänglich sind.

misled by others with numbers, data, graphs, statistics, or other forms of mathematical information.

IV.13 NON-FORMAL MATHEMATICS EDUCATION

In addition to formal school mathematics education, there are other forms of mathematics education, e.g., Juku schools in Japan, Bu-Xi-Ban in Hong Kong and Taiwan, private tuition in Singapore, mathematics clubs within schools, internet-based and home-based learning, to name a few. In this regard, we are interested in the following questions: what are the other forms of mathematics education existing in different societies with different traditions? Why do they exist in different societies? What role do they play in the whole picture of mathematics education? How do they interact with formal mathematics education?

IV.14 EVOLUTION OF MATHEMATICS EDUCATION

Mathematics education has a long history in human civilization. The question of interest is, how has mathematics education been developing and changing in different countries or societies in different traditions? As the world is increasingly globalised and information technology helps people in different places communicate and share their questions, ideas, and information more freely and conveniently, will there be a universal approach to mathematics education? What can we learn about mathematics education from the past in order to ensure a better future for mathematics education?

V. CONTRIBUTIONS TO THE STUDY

V.1 CALL FOR CONTRIBUTIONS

The ICMI Study *Mathematics education in different cultural traditions: A comparative study of East Asia and the West* consists of

- an *Electronic Discussion Forum*,
- an invited *Study Conference*, and
- a *Publication*, to appear in the ICMI Study series.

A discussion web-site is being set up, and members of the mathematics education community are invited to participate in discussion on the major topics and problems identified in this discussion document or related issues. Please refer to the official web-site at the end of this document.

The invited Study Conference, with a size of about 80 to 100 participants and a duration of 5 days, is scheduled for October 2002, in Hong Kong.

The IPC, as well as ICMI, is interested to have approximately equal number of participants from East Asia and the West, like the composition of the IPC. English, however, will be the language of the conference. We are well aware that this may mean a handicap for many individuals whose first language is not English, but we would nevertheless like to encourage such people to participate. We would also like to encourage the native English speakers to take special care of this situation. We will have little chance to succeed in a real comparative study if we do not succeed in managing the language problem in the Study Conference.

It is expected that every participant be active in discussion and other modes of activity during the conference.

Participants should finance their own attendance at the conference, and invitation to attend the conference does not imply that financial support will be provided by the organisers.

Individuals and groups are invited to send in abstracts of their anticipated contributions on specific questions, problems or issues raised in this document to *both* co-chairs as soon as possible. Submissions should be up to two pages in length and may be e-mailed, faxed or posted as hard copies. Based on the abstracts, some contributors will be asked to produce longer versions of their submissions for the consideration of the International Programme Committee (IPC). Invitees to attend the Study Conference will receive comments on their submissions from the IPC and will be asked to produce camera-ready revised versions of their submissions for publication in the pre-conference proceedings.

The major outcomes of the Study, based on the contributions to, and the outcomes of the Conference, as well as results from the electronic discussion, will be published as part of the ICMI Study series by the end of 2003, and will be presented at ICME-10 in 2004.

V.2 TIME-LINE

The planned time-line for the Study is as follows:

FROM MARCH 2001: Individuals and groups start sending in to both co-chairs abstracts of their anticipated contributions in reaction to this Discussion Document.

FROM MAY 2001: Contributors invited to produce longer versions of their submission for the consideration of the IPC.

30 SEPTEMBER 2001: Deadline for submission of longer versions of contributions.

OCTOBER 2001: IPC meeting.

NOVEMBER 2001: Invitations to attend the Study Conference sent to selected individuals.

15 JUNE 2002: Camera ready papers for the conference to be submitted to the co-chairs.

AUGUST 2002: Publication of pre-conference proceedings.

OCTOBER 2002: Study Conference in Hong Kong.

DECEMBER 2003: Publication of Study volume.

JULY 2004: Presentation of Study results at ICME-10.

V.3 INTERNATIONAL PROGRAMME COMMITTEE AND CONTACTS

The members of the International Programme Committee (IPC) are: Annie BESSOT (France), Alan BISHOP (Australia), Lianghuo FAN (Singapore), Walther FISCHER (Germany), Klaus-Dieter GRAF (Germany, *Co-chair*), Bernard HODGSON (Canada, *ICMI Secretary*), Frederick LEUNG (Hong Kong, *Co-chair*), Fou Lai LIN (Taiwan), Francis LÓPEZ-REAL (Hong Kong, *Chair of the Local Organising Committee*), Kyungmee PARK (Korea), Katsuhiko SHIMIZU (Japan), Jim STIGLER (USA), Margaret WU (Australia), Dianzhou ZHANG (China).

Enquiries on all aspects of the Study, as well as suggestions concerning the content of the study conference programme should be sent to *both* co-chairs:

Prof. Dr. Klaus-D. GRAF, Freie Universität Berlin, Institut für Informatik, Takustr. 9, D-14195 Berlin, Germany.

Tel: +49 30 838 75 145/100 *Fax:* +49 30 838 75 109

e-mail: graf@inf.fu-berlin.de *home-page:* <http://www.inf.fu-berlin.de/~graf>

Dr. Frederick K. S. LEUNG, Dean, Faculty of Education, The University of Hong Kong, Pokfulam Road, Hong Kong.

Tel: +852 2859 2355 *Fax:* +852 2517 0075

e-mail: hraslks@hku.hk *home-page:* <http://www.khu.hk/curric/fleung>

The *official web-site* for the Study is: <http://www.inf.fu-berlin.de/icmics>

vide-leer-empty