

Plus ++

The following material is reprinted from Plus ++ (Volume 2, No. 2, Summer 1982), a short magazine informing mathematics educators across Canada about important events, research, curriculum development, and items of national interest.

Canadian Mathematics Education Study Group 1982 Meeting

The Sixth Annual Conference of CMESG was held on June 3-7, 1982, at Queen's University, Kingston, Ontario. Major lectures were delivered by Doctors Philip Davis, Professor of Applied Mathematics, Brown University, and Gérard Vergnaud, Maître de Recherches au Centre National de La Recherche Scientifique, Paris. For membership in the study group and for copies of the proceedings of this conference, write to:

Dr. Joe Hillel
Secretary-Treasurer CMESG
Mathematics Department
Concordia University
7141 Sherbrooke Street West
Montreal, Quebec
H4B 1R6

The Second International Mathematics Study - Ontario

Ontario has joined with 24 other "nations" in the International Association for the Evaluation of Educational Achievement's (IEA) Second Study of Mathematics. The Study involves the assessment of students' attitudes toward and achievement in mathematics at two levels: Grades 8 and 12/13. Teachers are also queried on their teaching approaches as well as their attitudes toward mathematics and mathematics learning. Principals provide

information on the size and structure of their schools.

Findings Expected from the Study

What will we know when all the data is collected and analyzed? First, we will have an excellent idea of what content is covered in Grade 8 and Grade 12/13 classes, how Ontario teachers convey this material, and how well Ontario students learn it.

Teachers' and students' attitudes toward mathematics and mathematics education will also be recorded, together with how much homework teachers assign and how much time students spend doing such homework. The same information is being collected in 24 other countries.

The linkage between teacher behaviors, student-teacher attitudes, and student achievement will then be explored. Are there certain ways of conveying information in the classroom that lead to greater student achievement? What attitudes do the students bring to the classroom, and to what extent are these attitudes related to teaching and learning in the classroom? Do certain visual or mechanical aids facilitate better attitudes and higher achievement in mathematics?

Student achievement will vary from country to country, of course, but what aspects of schooling are associated most often with high achievement?

It is rare that comparable data are collected around the world to address these questions, and Ontario educators will be poring over the results for the next few years. A conference of mathematics educators is being planned for November 1983 to consider the first results.

For further information, write to:

Dr. Les McLean, Head
Education Evaluation Centre, OISE
252 Bloor Street West
Toronto, Ontario
M5S 1V6

British Columbia Mathematics Assessment 1981

The 1981 Mathematics Assessment was designed to gather a broad range of information from the professional literature, review panels, interpretation panels, a major survey of teachers, and students enrolled in Grades 4, 8, 10 (a sample), and 12.

Five specific goals were established:

- to identify those curriculum models for mathematics which are prevalent in British Columbia and elsewhere;
- to evaluate and report on students' achievement in mathematics and their attitudes toward the subject;
- to assess the extent and direction of change in the pattern of students' achievement since the 1977 Assessment;
- to survey teachers of mathematics on a number of matters which affect the teaching and learning of mathematics;

- to coordinate B.C. participation in the Second International Study of Mathematics.

For complete details of the assessment, write to:

Learning Assessment Branch
Ministry of Education
7451 Elmbridge Way
Richmond, British Columbia
V6X 1B8
Telephone: (604) 278-3433

The Fourth 1982 Beatty Essay Contest

The assessors, Edward J. Barbeau, of the University of Toronto, and William P. Bisset, of A.Y. Jackson Secondary School in North York, are pleased to announce that four essays were deserving of a prize in the fourth annual Samuel Beatty Essay Contest.

It is hoped that the 1981 and 1982 winning essays will be published. The top essays from the first contest have already appeared in print and can be obtained at \$4 a copy from Professor E.J. Barbeau, Department of Mathematics, University of Toronto, Toronto, Ontario M5S 1A1.

This is the last Beatty Essay Contest. However, we hope to keep on publishing good student essays in future. Teachers and organizers of other contests are invited to submit the best efforts of their students to E.J. Barbeau, and when we have a sufficient number of suitable essays, we will produce a third volume of Beatty Essays.

Nova Math – A New Journal for the Teachers of Mathematics

This is a new journal produced under the auspices of both the Department of Mathematics, Statistics, and

Computing Science, and the Department of Education at Dalhousie University. The intended audience is primarily the teachers of mathematics at the high school level and those people interested in mathematical education. Our aim is to produce a regional journal composed primarily of contributions from regional authors, paying particular attention to local issues. Other contributions are, of course, welcome. We hope to foster closer cooperation and dialogue between secondary and post-secondary teachers of mathematics. One topic we hope to emphasize is the understanding and use of (micro)computers and calculators, particularly in the classroom. For further information, write to:

The Editors, *Nova Math*
c/o Department of Mathematics
Statistics and Computing Science
Dalhousie University
Halifax, Nova Scotia
B3H 4H8

ICME 5 – August 24-30, 1984 – Adelaide, Australia

The ICME 5 Organizing Committee is pleased to announce that the Fifth International Congress on Mathematical Education will be held in Adelaide from August 24 to 30, 1984.

The program will cover all areas of education and the diverse needs and interests of the participants. Congress activities will include lectures, seminars, workshops, films, poster sessions, and exhibitions of

current projects in mathematical education.

Special interest, working, and study groups are invited to meet and to contribute to the congress program. A large exhibition of aids and materials relevant to mathematical education and research is planned to be held in conjunction with the congress.

The congress venue is the University of Adelaide, whose compact campus is a few minutes' walk from the center of Adelaide, a city of 800,000 people.

The main language of communication of the congress is English. Simultaneous translation into several languages is anticipated for some sessions. Translated abstracts or summaries of presented papers are expected to be available.

A complimentary copy of the proceedings of ICME 5 will be sent to each registered full member of the congress.

THE SECOND ANNOUNCEMENT will be available in Fall 1983.

The firm of Travel Planners, Inc., located in San Antonio, Texas, has been appointed as the official North American coordinator for U.S. and Canadian delegates attending the ICME 5. For further information, write to:

ICME 5 Travel Planners
P.O. Box 32366
San Antonio, Texas 78216
Telephone: (512) 341-8131

In 1980, over 2,100 participants from more than 90 countries attended ICME 4 in Berkeley, California. □