

PROGRAMME

Friday 22/4/2005

8.00-9.00 REGISTRATION

9.00-9.30 OPENING

MORNING SESSION

PLENARY LECTURES: AUDITORIUM Δ7

Chairs: Ch. Kourouniotis, M. Lambrou

9.30-10.45 **Celia Hoyles & Richard Noss**, School of Mathematics, Science and Technology, Institute of Education, University of London UK:
Designing Mathematical Learning Environments for Collaboration at a Distance

10.45-11.15

COFFEE BREAK

11.15-12.25 **Gert Schubring**, Institut für Didaktik der Mathematik, Universität Bielefeld, Bielefeld, Deutschland:
Generalizing the concept of multiplication – Epistemological implications of the relation between quantity and number

PARALLEL SESSIONS

	Auditorium Δ7	Auditorium Δ6	Auditorium Γ2
Chair:	M. Yamalidou	Y. Thomaidis	M. Tzekaki
12.30-13.00	M. Kourkoulos <i>Eléments sur le comportement des étudiants des Sciences de l'Éducation concernant la compréhension de la notion de la dispersion dans le cadre de la statistique descriptive</i>	Z. Gooya & A. Zangeneh <i>How teachers conceive geometry teaching in Iran</i>	M. Kaldrymidou <i>The management of the construction of meaning in the mathematics classroom</i>
13.00-13.30	G. Noël <i>The use of probability as a source of problems in mathematics teaching</i>	M. Barabash <i>Didactics of geometry teaching at school based on teachers' systematic knowledge of a relevant geometrical theory</i>	C. Bonotto <i>Mathematizing the everyday or 'everydaying' mathematics?</i>
13.30-14.00	D. Escobar <i>Teaching probability and statistics for different disciplines</i>	K. Nikolantonakis <i>La multiplication dans le cadre de la formation continue des professeurs d'écoles</i>	A. Spyridakis & Y. Stamelos <i>Test anxiety and metacognitive skills</i>
14.00-14.30	P. Linardakis <i>Didactics of Mathematics and Lexicography</i>	Ch. Mitsoullis <i>What a mathematics teacher has learned from his 12 year old high school pupils when teaching them the concept of angle by using concrete material</i>	M. Bonacina <i>Mathematical teaching-learning and the development of "sociomathematical" norms</i>

14.00-17.00

LUNCH

AFTERNOON SESSION

PARALLEL SESSIONS

	Auditorium Δ7	Auditorium Δ6	Auditorium Γ2
Chair:	K. Nikolantonakis	C. Tzanakis	M. Kourkoulos
17.00-17.30	N. Mousoulidis <i>Development of an intervention project for teaching problem-solving</i>	P. Strantzalos <i>A new approach to the teaching of Euclidean Geometry to students of the 1st class of the Greek Lyceum</i>	M. Paradise <i>Developmental Mathematics</i>
17.30-18.00	G. Perikleidakis <i>The understanding and the resolution of verbal problems by elementary school pupils with learning disabilities in mathematics: An experimental teaching</i>	A. Strantzalos <i>A proposal for a “change of framework” of the reasoning procedures used in high-school Euclidean Geometry, motivated by Arcimedes’ work On Plane Equilibriums</i>	L. Venegas <i>Une réponse possible au manque de motivation envers les mathématiques</i>

18.00-18.30

COFFEE BREAK

PARALLEL SESSIONS

	Auditorium Δ7	Auditorium Δ6	Auditorium Γ2
Chair:	K. Zaharos	E. Demetriadou	M. Kaldrymidou
18.30-19.00	G. Halepaki <i>Abilities and behaviour of 6th grade primary school students with regard to the estimation and checking criteria of the magnitude of the operation results</i>	R. Ovodenko <i>Possible causes of failure when handling the notion of inflection point</i>	D. Tanguay <i>Une expérimentation sur l'apprentissage de la structure déductive en démonstration</i>
19.00-19.30	Ch. Bakas <i>Analyzing a teaching experiment in Geometry with 5th grade primary school pupils</i>	S. Iglori <i>A study of factors associated with difficulties in understanding the derivative concept</i>	R. Bkouche <i>La Géométrie entre mathématiques et sciences physiques</i>
19.30-20.00	E. Theodorou <i>A new interdisciplinary proposal for teaching Geometry to lower elementary school</i>	C. Maranhao <i>Knowledge of ordering relations in high school</i>	

Saturday 23/4/2005

MORNING SESSION

PLENARY LECTURES: AUDITORIUM Δ7

Chairs: G. Troulis, M. Kourkoulos

9.00-10.15 **François Pluinage**, Département des Mathématiques, Université L. Pasteur de Strasbourg, France:
Mathématiques d'un point de vue didactique

10.15-11.30 **Fulvia Furinghetti** Dipartimento di Matematica dell'Università di Genova, Italia:
The history of mathematics and teacher education in practice: a case study

11.30-12.00

COFFEE BREAK

PARALLEL SESSIONS

	Auditorium Δ7	Auditorium Δ6	Auditorium Γ2
Chair:	G. Perikleidakis	T. Patronis	Ch. Kourouniotis
12.00-12.30	G. Troulis <i>Interdisciplinarité et Mathématiques: Exemples de modélisation</i>	E. Demetriadou <i>The effectiveness of 15 year-old students in basic geometrical constructions</i>	J.L. Galán <i>Programming with CAS as an alternative method of teaching mathematics in engineering</i>
12.30-13.00	M. Hatziliami <i>Family's functional characteristics and the arithmetical knowledge of preschoolers</i>	Y. Thomaidis & M. Stafylidou <i>A research on the perspectives and possibilities of a cross-curricular teaching approach: The case of Euclidean Geometry in the 1st class of the Greek Lyceum</i>	C. Sárvári <i>Pragmatic, epistemological, and heuristic values in CAS enhanced mathematics education</i>
13.00-13.30	K. Zaharos <i>Social and cultural aspects of failure in mathematics in kindergarten</i>	M. Kaisari <i>The concepts of vector and parallelogram, their transformations and didactics: An experiment with prospective high school teachers</i>	E. Saucan <i>A place for differential geometry?</i>
13.30-14.00	G. Polyzois <i>Planning a software-assisted instructive intervention in problems of navigation, suitable for children of 5-7 years old</i>	M. Anido <i>The comprehension of the concept of vector as a didactical engineering object</i>	

CLOSING