

13th International Congress on Mathematical Education

July 24 – 31, 2016 icme13.org



Congress Language – The official language of the congress is English.

Visa – A visa is not required for visits of up to 90 days in an 180-day period for citizens of the United States.

Fees – The conference fee for participants is

15th Nov. – 31st Dec. 2015
1st January – 31st March 2016
1st April – 31st May 2016
1st June 2016 onwards

First bird registration with 370 € conference fee
Early bird registration with 390 € conference fee
Regular registration with 430 € conference fee
Late registration with 450 € conference fee

The fee for accompanying persons (participation in the social programme and excursion only) will be 150 € for adults, 75 € for children 11 to 18 years ; younger children are free of charge. This fee includes the excursion plus some extra benefits.

Other – Information about excursions, accommodations, and the city of Hamburg is available on the Congress web site icme13.org

Discussion Group

Current Problems and Challenges in Non-university Tertiary Mathematics Education (NTME)

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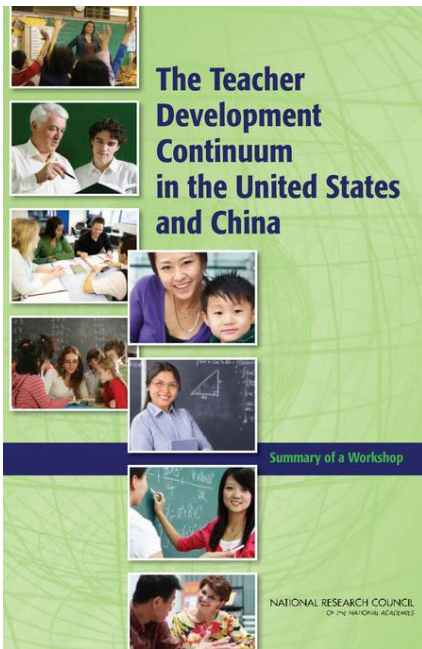
Key questions and issues for the DG to consider

- (1) What challenges related to teaching, learning, assessment, and curriculum do faculty and students face that are unique in the NTME environment? What opportunities are available to NTME's that are not present in traditional institutions? How are these challenges and opportunities being addressed within institutions or across groups of institutions?
- (2) What are examples of research-based promising practices that enrich mathematics programmes in the environment specific to NTME? How are these programmes evaluated (for example, in terms of conceptual understanding, procedural skills, cognitive and thinking skills, and in more global measures such as students' completion of degrees)?
- (3) What are new developments in the assessment of student learning that are more appropriately, if not uniquely, suited to NTME's? What are some current developments toward the constructive alignment of student learning?
- (4) What are examples of developments or innovations with use of technology in NTME that have leveraged the teaching and learning of mathematics? How is the impact of these innovations assessed at the institutional level?

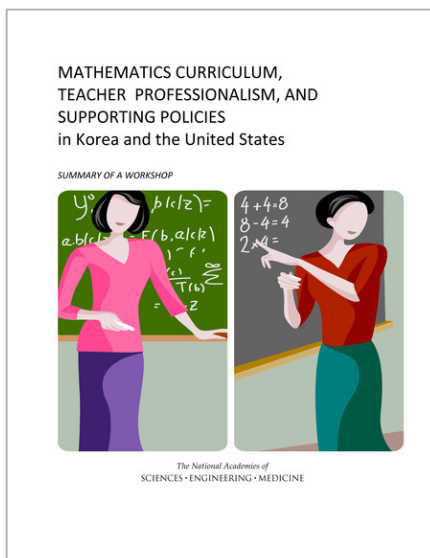
We welcome submission of papers that address the four key questions above. Deadline for submission is 15 April 2016. DG participants and presenters will not be expected to read these papers in preparation for the meetings. Presenters will distribute copies of their papers to members of the Congress attending the DG, highlighted the salient features of the papers, and opening the floor for discussion

Teacher Exchanges

Reports on teacher exchange workshops are available as free pdf downloads or, for a small fee, print copies.



U.S. – China exchange in 2009 ~ The Teacher Development Continuum (<http://www.nap.edu/catalog/12874/the-teacher-development-continuum-in-the-united-states-and-china>)



U.S. – Korea, Post-ICME workshop in 2012 ~ Mathematics Curriculum (http://sites.nationalacademies.org/PGA/PGA_041692#mathematics)