

Mathematics Teaching 2003

Conference Report

Mathematics Teaching 2003 took place on Saturday 1st November 2003 at Moray House School of Education, University of Edinburgh. There was a great demand for places and despite the fact that the capacity was increased to 200 many potential delegates unfortunately could not be accommodated. Participants enjoyed a varied programme of lectures, workshops and discussion sessions based on the theme of *Interactive Mathematics*.

We were pleased to welcome Jenni Way of the University of Western Sydney as our keynote speaker. Her lecture was entitled 'New Meanings for Interactive Mathematics: Multimedia and Multi-modal Engagement'. Learning mathematics is an interactive process - involving interaction between ideas, people and materials. Jenni highlighted the fact that in recent years, with the advent of new technologies, the nature of the interactions taking place inside classrooms and outside classrooms has become increasingly divergent. The session explored a model for describing and examining interactions in a variety of education contexts, but in particular those involving digital technology. Jenni's research indicates that there are some aspects of mathematics and mathematical thinking that can be better 'taught' using 'multimedia learning objects' than through other modes of interaction.

Conference delegates each took part in three from an offering of sixteen workshops / discussion sessions presented during the day:

An introduction to the CAME (Cognitive Acceleration through Maths Education)

approach to mathematics

Alan Edmiston

HandsOn Maths Roadshow

Susan Hickman

Interactive problem solving

Lindsay Logan

Interactive 'Squared' Whiteboard teaching

Alan Dunsmore

Interactive Teaching

Ian Forbes

Learning Styles in the Classroom

Janice Simpson

Primary to Secondary Transition

David Martin

Strategies for Mental Calculation – Do we know what's happening?

Ruth Forrester, Tom Macintyre

Teaching problem solving strategy

P6 - S2

Liz Douglas, Hilary Brown

An approach to the management of

Elizabeth Engels, Margaret

Intervention in Numeracy

Rattray, Sarah Bremner

‘Your Child Counts’	Helen Maitland, Jenny Watson
Interactive problem solving resources for able primary pupils	Lynne McClure
Interactive problem solving resources for able secondary pupils	Lynne McClure
AUTOGRAPH: Supporting Learning in Mathematics	David Houston
‘Some of this, some of that’ (an invite to work at some problems)	Lyndon Baker, Ian Harris
Using the Internet in a Maths Classroom	Kitty Kilday

These sessions were led by classroom practitioners and teachers educators from across the country. As well as providing valuable learning opportunities they allowed teachers from the primary and secondary sectors and from different local authorities to meet and discuss issues of common concern.

The closing session, ‘ICT helping Mathematics to come Alive’, was led by Adrian Oldknow of the Mathematical Association. He described a DfES project called “MathsAlive!” which provided 20 pilot classes (Year 7) with Interactive Whiteboards and other ICT resources. Adrian gave examples of some of the materials developed for that project, as well as discussing some lessons learned from it, and some more recent developments, particularly in algebra and geometry.

The conference exhibition included representatives of Sum Detectives, Nelson Thornes, SMILE, Active Maths, Teejay Publishers, Cameron Communications, David Fulton publishers, Heinemann Educational, LT Scotland, Research Machines, Sumdials, Crocodile Clips and NES Arnold.

Thanks are due to the speakers and to those who led workshops and discussion sessions. Their time and efforts were clearly appreciated by those who attended the conference. Many delegates commented on the value of participation for their own teaching.

We are grateful to the members of the conference steering committee who provided invaluable support to the conference organisers both on the day and in preparation of the event.

Thanks also to the conference sponsors: the Edinburgh Mathematical Society, the Scottish International Education Trust and the University of Edinburgh. Without their support the conference could not take place in its present form.

A full report of the conference proceedings containing details of each session will be published in due course.