

Day 1 (Morning), 29 July 2014

08.00–10.00	Registration (Day Chair: Marcus Grace ; Foyer, Level 1, Building 58 (Murray Building))				
10.00–10.30	Opening Session (Chair: Dr. Jenny Byrne; Lecture Theatre, 58/1067)				
10.30–11.30	Plenary Session 1 Speaker: Prof. Jeremy Kilpatrick, University of Georgia, USA <i>From Clay Tablet to Computer Tablet: The Evolution of School Mathematics Textbooks</i> (Chair: Keith Jones; Lecture Theatre, 58/1067)				
11.30–12.00	Coffee Break (Building 40, Garden Court)				
12.00–13.00	Parallel Session 1.1 Room: 58/1007 Chair: K. Ruthven	Parallel Session 1.2 Room: 58/1009 Chair: A. Takahashi	Parallel Session 1.3 Room: 58/1023 Chair: J. Novotná	Parallel Session 1.4 Room: 58/1067 Chair: I. Campton	Workshop 1 Room: 58/1065 Chair: Z. Miao
	A87. The Nordic network for research on mathematics textbooks: Eight years of experience Barbro Grevholm , Univ. of Agder, Norway	B12. Providing textbook supports for teaching mathematics through problem solving: An analysis of recent Japanese mathematics textbooks for elementary grades Akihiko Takahashi , Tokyo Gakugei Univ., Japan	D6. Impact of changes in teaching strategies on how teachers work with a textbook Jarmila Novotná , Charles Univ. in Prague, Czech; Petr Eisenmann , Jan Evangelista Purkyně Univ., Czech	D103. The improvement of teachers' interpretation of mathematics textbook Pi-Jen Lin, Wen-Huan Tsai , National Hsinchu Univ. of Education, Taiwan	C65. A comparative study of illustrations in the old and new middle school math textbooks Xiaomei Liu , Capital Normal Univ.; Chunxia Qi , Beijing Normal Univ., China
	A16. Textbook use in England: Mining OFSTED reports for views on mathematics textbooks Christian Bokhove, Keith Jones , Univ. of Southampton, UK	B20. Contemporary study of 5th grade textbooks – tasks on whole numbers and their compliance with mathematics Olympiad content Ingrida Veilande , Latvian Maritime Academy, Latvia	F83. How do textbooks incorporate graphing calculators? Carlos Carvalho , Escola Secundária Lima de Freitas/UIED FCT UNL; José Matos , New Univ. of Lisbon, Portugal	D99. Teacher guides as instruments for teaching maths – A case study Sebastian Rezat , Univ. of Paderborn, Germany	
13.00–14.00	Break/Lunch (Building 40, Garden Court)				

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14.00– 15.00	Parallel Session 2.1 Room: 58/1007 Chair: T. Fujita	Parallel Session 2.2 Room: 58/1009 Chair: T. Miyakawa	Parallel Session 2.3 Room: 58/1065 Chair: C. Morgan	Symposium 1 Room: 58/1023 Chair: R. Even	Maths in the Science Curriculum Symposium Room: 58/1067 Chair: A. Christodoulou
	B50. Open approach in Japanese textbooks: Case of the teaching of geometry in lower secondary schools. Taro Fujita , Univ. of Exeter, UK; Yutaka Kondo , Nara Univ. of Educ., Japan; Susumu Kunimune , Shizuoka Univ., Japan; Keith Jones , Univ. of Southampton, UK	C19. Functions of proof: A comparative analysis of French and Japanese national curricula and textbooks Takeshi Miyakawa , Joetsu Univ. of Education, Japan	E15. The creation of mathematics in school textbooks: Palestine and England as example Jehad Alshwaikh , Birzeit Univ., Palestine; Candia Morgan , Institute of Education, Univ. of London, UK	E98. Teachers editing textbooks: Transforming conventional connections among teachers, curriculum developers, mathematicians, and researchers Ruhama Even , Michal Ayalon , Weizmann Institute of Science, Israel;	G110. Mathematics within bioscience undergraduate and postgraduate UK higher education Jenny Koenig , Univ. of Cambridge, UK
	B23. Mathematics textbook analysis: Supporting the implementation of a new mathematics curriculum Lisa O'Keeffe , Univ. of Bedfordshire, UK	C28. A cross-cultural analysis of the voice of curriculum materials Janine Remillard , Univ. of Pennsylvania, USA; Hendrik Van Steenbrugge , Mälardalen Univ., Sweden; Tomas Bergqvist , Umeå Univ., Sweden	E5. Development of curriculum units as basic course for calculus Yuang-Tswong Lue , Taipei Chengshih Univ. of Science and Technology, Taiwan	E100. Teachers editing textbooks: Changes suggested by teachers to the math textbook they use in class Shai Olsher , Ruhama Even , Weizmann Institute of Science, Israel	
15.00– 16.00	Parallel Session 3.1 Room: 58/1007 Chair: F. Leung	Parallel Session 3.2 Room: 58/1009 Chair: R. S. Rabelo	Parallel Session 3.3 Room: 58/1065 Chair: P. Teixeira		G111. Mathematics: the language of physics and engineering Peter Main , Institute of Physics, UK
	B62. Concept of probability: discursive analysis of Japanese secondary school textbooks Koji Otaki , Hiroshima Univ., Japan	C32. Dewey and mathematics textbooks Rafaela Silva Rabelo , Univ. de São Paulo, Brazil	F38. Building new teaching tools in mathematics: teacher and technology resources Paula Teixeira , Mária Almeida , António Domingos , José Matos , New Univ. of Lisbon, Portugal	Discussants: Charalambos Y. Charalambous , University of Cyprus, Cyprus; Edriss Titi , Weizmann Institute of Science, Israel	
	B74. Reading geometrically: The negotiation of expected meaning of diagrams in maths textbooks. Leslie Dietiker , Boston Univ., USA; Aaron Brakoniecki , Michigan State Univ., USA	C29. A comparative analysis of national curricula relating to fractions in England and Taiwan Hui-Chuan Li , Univ. of Cambridge; Yan-Shing Chang , King's College, London, UK	F51. Modern Descriptive Geometry Supported by 3D Computer Modeling Petra Surynkova , Charles Univ. in Prague, Czech		

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16.00– 16.30	Coffee Break (Building 40, Garden Court)				
	Symposium 2 Room: 58/1007 Chair: Z. Usiskin	Parallel Session 4.1 Room: 58/1009 Chair: D. Yang	Parallel Session 4.2 Room: 58/1065 Chair: B. Pepin	Parallel Session 4.3 Room: 58/1023 Chair: I. Mok	Maths in the Science Curriculum Symposium Room: 58/1067 Chair: A. Christodoulou (Continued)
16.30– 17.30	C53. Lessons learned from three decades of textbook research Denisse Thompson , Univ. of South Florida; Sharon Senk , Michigan State Univ., USA	C31. A comparison of function in middle school textbooks among Finland, Singapore and Taiwan Der-Ching Yang, Yung-Chi Lin , National Chiayi Univ., Taiwan B30. Assessing a new Indonesian secondary mathematics textbook: How does it promote authentic learning? Mailizar Mailizar , Syiah Kuala Univ., Indonesia, and Univ. of Southampton, UK; Lianghuo Fan , Univ. of Southampton, UK	B35. Choosing textbooks without looking at the textbooks – the role of the other’s interpretations Rúbia Barcelos Amaral , São Paulo State Univ., Brazil, & Univ. of Algarve , Portugal; C. Miguel Ribeiro, Juliana Samora Godoy , São Paulo State Univ., Brazil A73. Reflections on trends in maths education in Brazil set in the context of textbooks for teaching maths Maria Margarete Do Rosário Farias , State Santa Cruz Univ., Andriceli Richit , State Sao Paulo Univ., Rejane Waiandt Schuwartz Faria , Intitution Bradesco Foundation, Brazil	F2. How technology use is being reflected in junior secondary mathematics textbooks in Hong Kong? Ida Ah Chee Mok , Univ. of Hong Kong, Hong Kong F80. In-service teachers education and e-textbook development: an integrated approach Victor Giraldo, Letícia Rangel , Univ. Federal do Rio de Janeiro, Cydara Ripoll , Univ. Federal do Rio Grande do Sul; Francisco Mattos , Univ. do Estado do Rio de Janeiro, Brazil	G112. Chemistry and Maths: A symbiotic relationship? David Read , Univ. of Southampton, UK
17.30– 19.00	Happy Hour (Building 40, Garden Court)				

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08.00– 09.00	Registration (Day Chair: Keith Jones ; Foyer, Level 1, Building 58 (Murray Building))				
09.00– 10.00	Plenary Session 2 Speaker: Prof. Michal Yerushalmy, University of Haifa, Israel <i>Challenging the Authoritarian Role of Textbooks</i> (Chair: Dr. Christian Bokhove; Lecture Theatre, 58/1067)				
10.00– 10.30	Coffee Break (Building 40, Garden Court)				
10.30– 11.30	Parallel Session 5.1 Room: 58/1007 Chair: B. O'Sullivan	Parallel Session 5.2 Room: 58/1009 Chair: G. Kim	Parallel Session 5.3 Room: 58/1023 Chair: J. Edwards	Symposium 3 Room: 58/1067 Chair: G. Howson	Parallel Session 5.4 Room: 58/1065 Chair: Y. Wang
	A84. Change comes slowly: Using textbook tasks to measure curriculum implementation in Ireland Brendan O'Sullivan , St. Patrick's College, Ireland	B60. Textbook analysis: examining how Korean secondary mathematics textbooks support students' mathematical thinking and learning Gooyeon Kim , Sogang Univ., South Korea	D118. Pedagogical and curricular decision-making as personalised textbook development Julie-Ann Edwards, Ian Campton , Univ. of Southampton, UK	B71. US math textbooks in the common core era William H Schmidt, Richard T Houang , Michigan State Univ., USA	C47. Understanding of linear function: A comparison of selected mathematics textbooks from England and Shanghai Yuqian Wang, Patrick Barmby, David Bolden , Durham Univ., UK
	A95. What official documents tell us about textbook use in times of curricular change: The case of the "new math movement" in Portugal Cristolinda Costa , Univ. do Algarve/UIED; José Matos , Univ. Nova de Lisboa/UIED	B85. Model Method in Singapore primary mathematics textbooks Tek Hong Kho, Shu Mei Yeo , Ministry of Education, Singapore; Lianghuo Fan , Univ. of Southampton, UK	D10. If not textbooks, then what? English mathematics teachers' use of alternative curricular resources Helen Siedel, Andreas Stylianides , Univ. of Cambridge, UK		E55. Mathematics textbook research and development for the promotion of independent learning and inquiry learning Fei Zhang, Xiujuan Zhu , Jiangsu Second Normal Univ., China
11.30– 13.00	Exhibition (Building 40, Garden Court)		Poster Session* (Building 40, Garden Court)		
13.00– 14.00	Break/Lunch (Building 40, Garden Court)				

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	Parallel Session 6.1 Room: 58/1007 Chair: C. C. Ripoll	Parallel Session 6.2 Room: 58/1009 Chair: M. Almeida	Parallel Session 6.3 Room: 58/1023 Chair: B. Grevholm	Symposium 4 Room: 58/1067 Chair: M. Grace	Workshop 2 Room: 58/1065 Chair: P. Charlton
14.00– 15.00	C54. An international comparison of mathematical textbooks Cydara Cavedon Ripoll , Univ. Federal do Rio Grande do Sul, Brazil	C37. Mathematics textbooks, in Portugal: The unique textbook Mária Almeida, Paula Teixeira , Ag. Escolas dos Casquilhos–UIED, António Domingos, José Matos , Faculdade de Ciências e Tecnologia da UNL–UIED, Portugal	B63. Possible misconceptions from Japanese mathematics textbooks with particular reference to the function concept. Yusuke Uegatani , Hiroshima Univ., Japan	F3. Transition to college mathematics and statistics: a problem-based, technology-rich capstone course for non-STEM students Christian Hirsch , Western Michigan Univ., USA	F18. Authoring your own creative, electronic book for mathematics Christian Bokhove, Keith Jones , Univ. of Southampton, UK; Patricia Charlton, Manolis Mavrikis, Eirini Geraniou , London Institute of Education, UK
	C56. A comparative study of statistics in junior high schools based on maths textbooks of China, US and Australia Jianbo Wang, Yiming Cao , Beijing Normal Univ., China	E69. Mathematics textbook development and learning under difficult circumstances in schools in Nigeria R Abiodun Ogunkunle , Univ. Of Port Harcourt, Nigeria	B75. Integrated education at the primary school in Lithuania. Saulius Žukas , Baltos Lankos Publishing House; Ričardas Kudžma , Vilnius University, Lithuania		
15.00– 16.00	Parallel Session 7.1 Room: 58/1007 Chair: L. Melo	Parallel Session 7.2 Room: 58/1009 Chair: K. Hemmi	Symposium 5 Room: 58/1023 Chair: Y. Wang	Parallel Session 7.3 Room: 58/1067 Chair: T. Rowland	
	A24. Scientific mathematics and school mathematics: knowledge, conceptions and beliefs of teachers and mathematicians during the development of an E-Textbook. Lucas Melo, Victor Giraldo, Letícia Rangel , Universidade Federal do Rio de Janeiro, Brazil	C34. Crossing the boundaries: Swedish teachers' interplay with Finnish curriculum materials Kirsti Hemmi, Heidi Krzywacki , Mälardalen Univ., Sweden	E120. The New Century Primary Mathematics Textbook Series: Textbooks with specific consideration to characteristics of children's thinking. Huinu Wei, Fengbo He , Editorial Board of New Century Primary Maths Textbooks, Beijing Normal University Press, China	B22. Modes of reasoning in Israeli 7th grade mathematics textbook explanations Boaz Silverman, Ruhama Even , Weizmann Institute of Science, Israel	
	A4. Pre-service and in-service teachers' preference when selecting mathematics textbooks Hana Moraova , Charles Univ., Czech	(Reserved for special purpose)		C45. A comparison of two grade 7 mathematics textbooks. Jaguthsing Dindyal , National Institute of Education, Singapore	

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16.00– 16.30	Coffee Break (Building 40, Garden Court)
16.30– 18.00	Plenary Session 3 (Panel Discussion) Speakers: Prof. Kenneth Ruthven (Panel Chair; University of Cambridge, UK) Prof. Jere Confrey (North Carolina State University, USA) Mr. John Ling (Former School Mathematics Project, UK) Prof. Binyan Xu (East China Normal University, China) <i>Back to the Future of Textbooks in Mathematics Teaching</i> (Chair: Dr. Charis Voutsina; Lecture Theatre, 58/1067)
18.30– 20.30	Conference Dinner** (Building 40, Garden Court)

***Contributions accepted for poster session:**

- F7. The use of technology in textbooks: A grade-7 example from Hong Kong. **Ida Ah Chee Mok, King-Woon Yau**, The Univ. of Hong Kong
- C9. The study of geo. contents in the middle grade maths textbooks in Singapore, Taiwan, & USA. **Der-Ching Yang**, Nat'l Chiayi Univ., Taiwan
- A25. Situational authenticities in lower secondary school mathematics problems: Reasons for calculation and origin of quantitative information.
Lisa O'Keefe, Univ. of Bedfordshire, UK; **Josip Slisko**, Benemérita Univ. Autónoma de Puebla, Mexico
- B26. Analysis of integral and differential calculus textbooks and mathematical modelling activities in the light of the didactic transposition theory. **Lourdes Maria Werle De Almeida**, Univ. Estadual de Londrina; **Kassiana Surjus**, PUC, Brazil
- B41. The characteristics of new mathematics textbooks for junior secondary school in China: A case study. **Fu Ma**, Nanjing Normal Univ.;
Chunxia Qi, Beijing Normal Univ.; **Xiaomei Liu**, Beijing Capital Normal Univ., China
- E58. An introduction to mathematics textbooks policies in China. **Huiying Zhang**, Shijiazhuang Research Institute of Education Science, China
- D61. Korean students' use of mathematics textbook. **Na Young Kwon**, Inha Univ.; **Gooyeon Kim**, Sogang Univ., South Korea
- C82. The broken-tree problem: Formulations in Mexican middle-school textbooks and students' constructions of the corresponding situation model. **Josip Slisko, José Antonio Juárez López**, Benemérita Univ. Autónoma de Puebla, Mexico
- D92. Math knowledge and skills higher educ. programs expect of high school graduates. **Cengiz Alacaci**, Istanbul Medeniyet Univ.; **Gulumser Ozalp**, Gaziantep C. Foundation Private Sch; **Mehmet Basaran**, SANKO Private Sch; **İlker Kalender**, Ihsan Dogramaci Bilkent U., Turkey
- B93. Forewarned is forearmed: A mathematics textbook. **Peter McWilliam**, The College of The Bahamas, Bahamas
- G94. Differential and integral calculus in textbooks: An analysis from the point of view of digital technologies. **Andriceli Richit**, State Sao Paulo Univ.; **Adriana Richit**, Federal Univ. of Fronteira Sul; **Maria Margarete Do Rosário Farias**, State Santa Cruz Univ., Brazil
- D102. Enhancing a teacher's fundamental interaction with the textbook through a school-based mathematics teacher research group activity in Shanghai. **Liping Ding, Svein Arne Sikko**, Sør-Trøndelag University College, Norway
- F119. The potential of handwriting recognition for interactive mathematics textbooks. **Mandy Lo**, University of Southampton, UK.

** Conference dinner is optional, and needs to be pre-paid/registered.

ICMT2014 Conference Programme Day 3 (Morning), 31 July 2014

08.00– 09.00	Registration (Day Chair: Christian Bokhove ; Foyer, Level 1, Building 58 (Murray Building))				
09:00– 10.00	Parallel Session 8.1 Room: 58/1007 Chair: A. Domingos	Symposium 6 Room: 58/1009 Chair: L. Fan	Parallel Session 8.2 Room: 58/1023 Chair: J. Williamson	Parallel Session 8.3 Room: 58/1067 Chair: L. Dietiker	Workshop 3 Room: 58/1065 Chair: Y. Wang
	F39. Technological resources that come with maths textbooks: Potentials and constraints António Domingos, José Manuel Matos , Faculdade de Ciências e Tecnologia da UNL – UIED; Mária Almeida , Ag. Escolas dos Casquilhos – UIED; Paula Teixeira Ag. Escolas João de Barros – UIED, Brazil	E101. Reform of Chinese school mathematics curriculum and textbooks (1999-2014): Experiences and reflections Jian Liu , Beijing Normal University/Ministry of Education, China	D21. The analysis of teachers' mobilisation of the textbook Moneoang Leshota, Jill Adler , Univ. of the Witwatersrand, South Africa	A68. Telling new stories, reconceptualizing textbook reform in mathematics Leslie Dietiker , Boston Univ., USA	E42. Reflections on inquiry activities design in junior high school mathematics textbooks Ji-ling Gu , Nanjing Normal University, China
	F79. The design of and interaction with e-textbooks: a collective teacher engagement Gueudet Ghislaine , CREAD, Univ. of Brest, France; Birgit Pepin , Sør-Trøndelag Univ. College, Norway; Hussein Sabra , Univ. of Reims, France; Luc Trouche , French Institute of Education, École Normale Supérieure de Lyon, France		D88. Pre-service teachers' use of textbooks in England Julie-Ann Edwards, Rosalyn Hyde, Keith Jones , Univ. of Southampton, UK	C90. An analysis of the presentation of the equals sign in grade 1 Greek textbooks Chronoula Voutsina , Univ. of Southampton, UK	
10.00– 10.30	Coffee Break (Building 40, Garden Court)				

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	Parallel Session 9.1 Room: 58/1007 Chair: B. Xu	Parallel Session 9.2 Room: 58/1009 Chair: J. Burke	Symposium 7 Room: 58/1023 Chair: J. Kilpatrick	Parallel Session 9.3 Room: 58/1067 Chair: R. Hyde	Workshop 4 Room: 58/1065 Chair: B. Grevholm
10.30– 11.30	A70. What can textbook research tell us about national maths education? Experiences from Croatia Dubravka Glasnovic Gracin , Univ. of Zagreb, Croatia	B67. “A foundation for understanding the world...” School mathematics and its utility Jeremy Burke , King's College London, UK	C33. Reflections from the past - A contemporary Dutch primary school mathematics textbook in a historical perspective Marc van Zanten , SLO and Utrecht Univ.; Marja van den Heuvel-Panhuizen , Utrecht Univ., Netherlands	C14. The transformation since 1960 of the development of geometric transformations in commercial high school geometry texts in the USA Zalman Usiskin , Univ. of Chicago, USA	B106. Analysing mathematical textbooks with parts of Greimas’ semiotic theory Ričardas Kudžma , Vilnius Univ., Lithuania; Saulius Žukas , Lankos Publishing House, Lithuania; Barbro Grevholm , Univ. of Agder, Norway
	E121 Mathematics textbook development in Singapore Timothy Soh, Ivan Lee , Marshall Cavendish Institute, Singapore	B27. Social and mathematical practices associated with the development of mathematical models of population growth approached in textbooks. Lourdes Maria Werle De Almeida, Camila Fogaça De Oliveira , State Univ. of Londrina, Brazil		F48. RME as a Teaching Approach – A case study of elementary geometry in Serbia innovative 4th-grade textbook. Olivera Djokic , University of Belgrade, Serbia	
11.30– 12.30	Parallel Session 10.1 Room: 58/1007 Chair: M. Alafaleq	Parallel Session 10.2 Room: 58/1009 Chair: C. Sangwin	Symposium 8 Room: 58/1023 Chair: M. Lo	Parallel Session 10.3 Room: 58/1067 Chair: D. Jones	
	A46. Problem solving heuristics in middle school mathematics textbooks in Saudi Arabia Manahel Alafaleq, Lianghuo Fan , Univ. of Southampton, UK	C11. Rules of indices in United Kingdom textbooks, 1800-2000 Christopher Sangwin , Loughborough Univ., UK	D40. Research on textbooks used in teaching transformation for secondary school – From the perspective of teachers’ role Chunxia Qi, Xinyan Zhang, Danting Huang , Beijing Normal University, China	F8. The role of technology for learning stochastics in U.S. textbooks for prospective teachers Dustin Jones , Sam Houston State Univ., USA	
	Reserved for special purpose	F36. Textbook and technology: An analysis of multimedia learning in brazil Rúbia Barcelos Amaral , São Paulo State Univ., Brazil		F17. Co-designing electronic books: Boundary objects for social creativity. Christian Bokhove, Keith Jones , Univ. of Southampton; Manolis Mavrikis, Eirini Geraniou, Patricia Charlton , Institute of Educ., UK	

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12.30– 13.30	Break/Lunch (Building 40, Garden Court)
13.30– 14.30	Plenary Session 4 Speaker: Prof. Frederick Leung, University of Hong Kong, Hong Kong <i>Messages Conveyed in Textbooks: A Study of Mathematics Textbooks during the Cultural Revolution in China</i> (Chair: Prof. Marcus Grace; Lecture Theatre, 58/1067)
14.30– 15.00	Closing Session (Chair: Dr. Julie-Ann Edwards; Lecture Theatre, 58/1067)
15.00– 15.30	Coffee/Tea/Farewell (Foyer, Level 1, Building 58 (Murray Building))

Conference Themes

Category	Themes	Specific Areas/Topics
A	Textbook research	Textbook research (concepts, issues, methods, directions, etc.)
B	Textbook analysis	Textbook analysis (characteristics, treatment of contents and/or pedagogy, etc.)
C	Textbook comparison or history	Textbook comparison or historical studies
D	Textbook use	Textbook use (by teachers, by students, and/or by other parties)
E	Textbook development	Textbook development (presentation, task design, publishing, policy matters, etc.)
F	e-Textbooks and technology	Integration of ICT in textbooks (including e-textbook)
G	Other disciplines in maths textbooks	Other disciplines in maths textbooks & maths in textbooks of other disciplines