Preparation of a proposal for a Short Oral Communication (SO) or a Poster Presentation (PP)

The preparation of a proposal for an SO or a PP is a challenging enterprise since the space is limited to one page only. In the following we will present some helpful information which aspects should or must be included in such a proposal. Both SO and PP will be reviewed by the IPC (International Program Committee) during the second IPC meeting which always take place at the end of March). This review process is guided by certain criteria.

1. The proposal must satisfy the formatting guidelines given in the first announcement. If possible, use the template the conference organizers provide on the conference website. Proposals which do not satisfy the formatting rules will be rejected, since the conference organizers have no time at all to change the format of proposals.

2. The proposal for an SO or a PP has a quite different character than an abstract of a talk or an article. For example, for SO/PP proposals it is not enough only to announce results which will be presented at the conference. Instead the proposal should give a description of the research that has been conducted or that is being conducted and this includes aspects of theoretical background, research goals, concrete results or concrete expected results. It is the basis for the review process which decides whether the SO or PP can be presented at the conference.

3. The proposal should consist of a text part describing the research to be presented and a reference section providing the references cited in the text part. Due to space limitation it is not necessary to give a lot of references. To cite one or two papers would be preferable so that people get an idea in which paradigm or perspective the study is located. Since the review is blind, it does not make really sense to refer to own papers because the reviewers cannot notice these. Please beware: each paper that is cited in the text part must have an entry in the reference section (in the prescribed formatting style).

4. The text part should contain the following essential aspects (in an order that makes sense):
   - a short description of the theoretical background or framework
   - research goals, questions or hypotheses
   - the methods used for the study (in the case of empirical studies this includes information about the sample, the design, the instruments, the method of data analysis)
   - the (most important) results obtained by the study (due to space limitation better presented as text and not as table or figures); if the proposal presents a planned study, then expected results must be described (with reasons why these results are expected)
   - finally, a short discussion or conclusions should be mentioned, giving an idea how the research question or goals are satisfied; if possible the new knowledge provided by this proposal should be stressed.

It is obvious that for each of these aspects only a small number of sentences can be used, since the space is limited to one page. To prepare the proposal in such a compact way is challenging but every year many PME members are successful. Please be aware that proposals with more than one page will be rejected without further consideration.

In the following, you will find four successful proposals. We put some comments into the file to explain how these proposals satisfied the previously mentioned guidelines.
Example of an acceptable proposal for a short oral communication (SO)

FOSTERING THE ADAPTIVE STRATEGY USE OF GERMAN 3RD-GRADERS: THE CASE OF INDIRECT ADDITION

Indirect addition is an efficient strategy for solving subtraction tasks with a small difference between minuend and subtrahend, e.g., 304-297. However, only a minority of primary school students uses indirect addition for these specific subtraction problems (e.g., Torbeys et al., 2009). We assume that recognizing task characteristics supports the interpretation of subtraction in these specific problems by a difference model instead of a take away model and, therefore, promotes the consideration of the indirect addition strategy instead of the straightforward application of a direct subtraction strategy. Accordingly, the question arises whether students’ adaptive use of the indirect addition strategy can be fostered by an intervention study teaching the analysis of task characteristics as a criterion for strategy choice. The research questions are:

- Is there a change in students’ criteria for strategy choice towards a stronger emphasis of tasks characteristics after the intervention?
- Is there a rise in students’ adaptive use of the indirect addition strategy?

The sample comprises 54 third graders with good mathematics achievement and taught a variety of strategies. The intervention took place once a week in groups of 7-10 students. In five sessions, different strategies (including indirect addition) and the analysis of task characteristics were addressed. Data for the pre-post-test comparison was collected by identical tests with 10 items on adaptive strategy use and short interviews asking for the criteria of strategy choice for specific subtraction items.

From pre- to post-test there was a substantial increase in the reference to task specific criteria for strategy choice (from 11.0% of the solutions to 35.0%). This indicates that the students more frequently took into account task characteristics when solving subtraction items. As expected, in the pre-test, students showed a low adaptivity in their strategy choice for test items suggesting indirect addition as efficient strategy (overall, only 1.8% of the solutions were efficient). In the post-test, adaptive strategy use for indirect addition items increased (17.4% of the items). Additional, in the post-test data a significant correlation could be observed between the frequency of reference to task specific criteria and adaptive strategy choice (r = .51, p < .001).

Based on these results, we hypothesize that the analysis of task characteristics is an important element in teaching students an adaptive use of the indirect addition strategy. However, the post-test results for adaptivity are still on a moderate level.

References

Example of an acceptable proposal for a short oral communication (SO)

**SPATIAL ABILITIES AND MATHEMATICS ACHIEVEMENT AMONG ELEMENTARY SCHOOL CHILDREN**

Spatial abilities are regarded as important prerequisites for learning mathematics. In particular, empirical findings show that spatial abilities are related positively to mathematics achievement (e.g., Fennema & Sherman, 1977). However, since most studies were conducted either with secondary school students or with adults, there is hardly any research evidence on the relationship between elementary school mathematics achievement and spatial abilities.

This research project aims to examine the relationships between mathematical achievement and spatial abilities among elementary school children. Spatial abilities are assessed by a paper-and-pencil test. Although factor analytic models of spatial abilities are often criticized, it makes sense to use the resulting dimensions as a foundation for constructing test items. The following dimensions are distinguished: Visualization, Mental Rotation and Spatial Orientation (Lohman, 1988). In order to assess mathematical abilities among elementary school children, we developed a framework for constructing test items. Basis for this framework are international studies such as TIMSS and PISA and the national educational standards.

The sample comprises 448 students of grade 4 (22 classes). The findings indicate that students with high spatial abilities have greater mathematical abilities than students with low spatial abilities ($r = .54, p < .001$). Furthermore, multilevel analyses suggest that a significant amount of variance of mathematical achievement as well as of spatial abilities can be explained at the class level. Accordingly, it seems that mathematics instruction has a significant impact especially on the development of spatial abilities. In summary, it can be concluded that a positive relationship between mathematical and spatial abilities can be confirmed already among elementary school children. Moreover, the role of mathematics instruction for the development of spatial abilities needs further research, since spatial abilities are an important factor for mathematics learning. In the presentation, further results will be discussed in detail.

**References**


Commented Example of an acceptable Short Oral Communication proposal

**PRIMARY TEACHERS ASSESSMENT OF STUDENTS’ MATHEMATICAL TEXTS: AN EXPLORATORY STUDY**

Current research recognizes that the assessment of the students’ achievements constitutes a predominantly social process. To this direction, the present study adopts Bernstein’s theoretical framework to look at teachers’ pedagogical discourse on assessment, considering that this discourse depicts the pedagogical field that frames their assessment ‘identity’ and action (Bernstein, 2000; Morgan, 2007). In particular, the paper focuses on the resources teachers draw on in order to form pedagogical discourses of assessment of their students’ mathematical texts: ‘their personal knowledge of mathematics’, ‘their beliefs about the nature of the subject matter’, ‘their expectations of how mathematical knowledge can be communicated’, ‘their experience and expectations of students and classrooms in general and of individual students in particular’, ‘their linguistic skills and cultural background’ (Morgan et al, 2002).

Eight well experienced primary teachers’ answers to a semi-structured interview offered the data for the present study, collected in the context of a project focusing on teachers’ assessment practices in mathematics. The teachers were asked to explain their way of dealing with assessment, based on a selection of their students’ mathematical texts. A combination of content analysis and grounded theory techniques was used for the analysis of the data. The results showed that the teachers drew on a variety of resources in their assessment discourse. These resources do not differ very much from teacher to teacher, are often incompatible, determine the idiosyncratic interpretations made by the teachers of the students’ texts and are barely related to students’ mathematical achievements thus leading to divergent assessments.

**References**


Perceptions of relevance of prior experiences of mathematics in an Ethiopian preparatory school

This paper is a report from a pilot study of a project which aims to explore students' perceptions about the relevance of mathematics. These students are preparing for higher learning institutions (hence the school designation 'preparatory'). The principal research question is 'what are Ethiopian preparatory students' perceptions of the relevance of their prior experiences of mathematics to preparatory mathematics and how are they characterized'. It is motivated by my experience as a teacher. Students pay attention when they see that it relates to their prior experiences. Prior experiences affect students' decisions about the learning of mathematics (Reid et al., 2005) and their role in the classroom (Yackel & Cobb, 1996). They learn in a society where the teacher is referred as "father of knowledge" and mathematics is valued for economic freedom of the students and their parents. Unlike in primary schools, the textbook is in English which the students use at school only. Cultural historical activity theory (CHAT) was used as a lens. Engström’s expanded mediatational triangle (Cole & Engström, 1993) models activity within which perception is mediated by tools, rules, division of labour and community. Since the purpose is to see relevance through students' eyes who share similar classroom experiences, and for the sake of management, they were interviewed in groups of three. It was supported by classroom observations. Themes emerged from the narrative analysis, and were further analysed using CHAT as a frame work to identify key features. Findings indicate that students exhibited their perceptions: as an expansion from previous level; as an increment of the level of difficulty; as a reflection of a shift in their identities, and trust for the curriculum and the teacher. These perceptions are mediated by the local and school communities, the language, their role, and the school rules. Whether there is relationship between the different categories of students included in the sample (i.e., gender, grade and attainment levels, and stream) and the different characterizations of perceptions is left to the next stage.

References

