

HPM 2024 Preliminary Meeting Schedule (as of 15 May)
 Abstracts for all sessions and day-by-day schedules will be available on the [HPM 2024 website](#) soon.

	Monday	Tuesday	Wednesday	Thursday	Friday				
9	OPENING								
9:30	Plenary Lecture (Theme 7) Lesley Ward <i>From the Marriage Bar to the Hypatia Scholarship: Women Working in Mathematics in Australian Universities</i>	Plenary Lecture (Theme 3) Clemency Montelle <i>Historical Tangents! Original Sources from Trigonometry Texts throughout History</i>	Plenary Lecture (Theme 1) David Guillemette <i>An Ethical Perspective on the History of Mathematics in Mathematics Education</i>	Plenary Lecture (Theme 6) Ysette Weiss <i>Globalization through the Lens of History of Mathematics Education</i>	Plenary Lecture (Theme 2) Aline Bernardes <i>History in Teachers' Mathematics Education: Problematising Concepts, Views on Mathematics, and its Learning and Teaching</i>				
10	coffee/tea break (10:30-11:00)								
11	Panel Discussion	Puig <i>Errors dealing with the negative in solving quadratic equations. An episode in the history of algebra and its teaching</i>	Kjeldsen & Jankvist <i>Arguments for history of mathematics in general mathematics education research: A constructive and critical discussion</i>	Panel Discussion	Tanaka <i>How to learn Japanese mathematics "WASAN" in the Edo period (1603-1868)</i>	Durmaz & Haydar <i>Teaching Mathematizing Through Stories from the History of Mathematics: Promoting Culturally Responsive and Sustainable Mathematics Education</i>	1-hour Workshop Kaenders <i>How can the history of the existence of fourth proportionals from Eudoxos via Omar Khayyam and Nasir al-Din al-Tusi to Isaac Newton foster a modern mathematical number concept?</i>	1-hour Workshop Pinto <i>The importance of History of Mathematics in the classroom (by ChatGPT): a first reflection about the use of ChatGPT in HPM</i>	
11:30		Pinto & Malonek <i>The proofs of Euclid on GeoGebra, a step-by-step visualization</i>	Chávez & Medina <i>Mathematical knowledge of the mathematics teacher: Convergence between philosophy, history, and cognition</i>		Soto-Andrade, Sun & Diaz-Rojas <i>Avatars of (random) numbers in the history and experimental epistemology of mathematics</i>	Barnett <i>Learning Abstract Algebra via Primary Historical Sources: An Existence Proof</i>			
	lunch break (12:00-1:30)								
1:30	Barbin <i>Signs and diagrams: On visualization in history of mathematics and in teaching</i>	Lützen <i>Hjelmslev's Teaching of his Geometry of Reality</i>	2-hour Workshop Liu & Chorlay <i>Selecting episodes shedding light on the history of the function concept: historical and didactical analyses of a lesson-study in grade 10</i>	Excursion	2-hour Workshop Benvenuti <i>The mental telescope: the non-Euclidean geometry case study</i>	2-hour Workshop Błaszczyk & Petiurenko <i>Newton's De Anlysi vs Fundamental Theorem of Calculus</i>	Ekici <i>Elementarisation of Mathematics for Undergraduates by Integrating Historical Stances with Trigonometric Functions towards Fourier Methods</i>	De Bock & Goemans <i>Wiskunde Post, a mathematical magazine for students supporting the modern mathematics movement in Flanders</i>	
2	Flashman <i>Two Examples from History: Mapping Diagrams to Visualize Relations and Functions</i>	Plantade <i>Jules Houël (1823-1886): From teaching geometry in high-schools to resolving the question of the independence of Euclid's postulate in France</i>	Milici, Cerroni, Di Paola & Ruggeri <i>Touch, experience, and re-think calculus with history-based manipulatives</i>					Owens <i>The Development of Neocolonialism in Papua New Guinea</i>	Rolland & Chorlay <i>Expectations regarding French prospective teacher's knowledge in group theory: A historical survey</i>
2:30	Millán Gasca, Neri Machiaverna & Spagnoletti Zeuli <i>An experimentation of a learning path on history of mathematics in primary school (Grades 1-5): learning outcomes in mathematics and impact on pupil's human flourishing</i>	Franklin <i>Applied Mathematics First, Pure Second</i>						Marciniak <i>Seeing the development of mathematics education in the light of Kuhn's theory of scientific revolutions</i>	Zhu <i>The Concepts of Curves and Equations in Early American & British Textbooks on Analytic Geometry</i>
3	Ying, Hsieh & Tsai <i>Influences of a Liberal-Art Course about East-Asian Mathematical Culture on University Students' Mathematics Beliefs</i>	Poster Session <i>(to continue informally during coffee/tea break)</i> <ul style="list-style-type: none"> León-Mantero, Casas-Rosal & Madrid Madrid, León-Mantero & Casas-Rosal Saclolo 							
	coffee/tea break (3:30-4:00), and informal continuation of poster session on Monday			coffee/tea break (3:30-4:00)		CLOSING			
4	1-hour Workshop Delire <i>How to construct and use instruments with the pupils, so that they appreciate what mathematics are for – description of two projects (2021-22 and 2023-24) in a Brussels secondary 'active school'</i>	1-hour Workshop Haydar & Durmaz <i>Teaching Mathematizing Through Stories from the History of Mathematics</i>	Poh <i>Threads of Knowledge: Crafting a Cultural Tapestry in Mathematics Education</i>	Guillemette & Demattè <i>A dialogue on the educator's way to relate to mathematical historical texts</i>	Plenary Lecture (Theme 4) Helena Durmova <i>The Constructive and Destructive Roles of Calculators in Mathematics Education</i>				
4:30			Amusuglo & Jančařík <i>Exploring the Interplay of Culture and History in Ghanaian Mathematics</i>	Barnett & Clark <i>TRansforming Instruction in Undergraduate Mathematics via Primary Historical Sources</i>					
5	Opening Reception		<i>(short break to move between rooms)</i>						
6			Plenary Lecture (Theme 5) - starts at 5:15; ends 6:15 Kay Owens <i>Past, Present and Future: The Fruitful Interweaving of Cultural Mathematics</i>						
6:30			General meeting for HPM Advisory Board and other interested HPM members		Gala Dinner				
7									
7:30									
8									
8:30									