## HPM 2024 Meeting Schedule, 1–5 July, Sydney

Abstracts for all sessions are available on the <u>HPM 2024 website</u>.

No.     Output     Description	[	Monday		Tuesday		Wednesday	Thursday		Friday		
<ul> <li>Markar A. Same and Same a</li></ul>	9	OPENING									
Part         List 24 - 24 - 24 - 24 - 24 - 24 - 24 - 24	9:30	Plenary Lecture (Theme 7)		Plenary Lecture (Theme 3)		Plenary Lecture (Theme 1)	Plenary Lecture (Theme 6)		Plenary Lecture (Theme 2)		
Image: Second		Lesley Ward From the Marriage Bar to the Hypatia Scholarship: Women Working in Mathematics in Australian Universities		Clemency Montelle		David Guillemette	lemetteYsette Weisspective on theGlobalization through the Lens ofcs in MathematicsHistory of Mathematics Education		Aline Bernardes History in Teachers' Mathematics Education: Problematising Concepts, Views on Mathematics		
Image: second	10			Historical Tangents! Original Sources from Trigonometry Texts throughout History		An Ethical Perspective on the History of Mathematics in Mathematics					
Image: set in the se		0		0,		Education			and its Learning	and Teaching	
1     Image: set in the set		coffee/tea break (10:30-11:00)									
Image: second	11			Puig	Poh		Tanaka	Durmaz* & Haydar*	1-hour Workshop	1-hour Workshop	
Image: Section of the section of t				Errors dealing with the	Threads of Knowledge:		How to learn Japanese	Educators Navigating the	Kaenders	Pinto	
$ \left  \begin{array}{c c c c }                               $				quadratic equations. An	Tapestry in Mathematics		the Edo period (1603-1868)	Mathematics, Storytelling,	How can the history of the	The importance of History of	
$ \frac{1}{2} = \frac{1}{2} \frac$		Panel Disc	cussion:	episode in the history of	Education			Identity, and History:	existence of fourth proportionals	Mathematics in the classroom	
127     Althouse of the Same of Career     Autor of the Same of Career     Decide and the Same of the Same		Using Histor	ry to Link	algebra and ils leacning		Panel Discussion:		Illustrations from the Islamic Context	from Eudoxos via Omar (by ChatGPT): a first Khawam and Nasir al-Din al-	(by ChatGPT): a first	
Image: Section of Control Market M	11.30	Mathematics and Traditional Culture		Pinto* & Malonek Amusuglo* & Jančařík		The HPM Domain: Past, Present, and Euture	Soto-Andrade* Sun & Diaz-	Barnett	Tusi to Isaac Newton foster a	ChatGPT in HPM	
$ \left  \begin{array}{c c c c } \hline \\ \hline $	11.50	in the Clu	55700m	The proofs of Euclid on	Exploring the Interplay of	r usi, r reseni, una r uture	Rojas	Learning Abstract Algebra	modern mathematical number		
+				GeoGebra, a step-by-step	Culture and History in		Avatars of (random) numbers	via Primary Historical	concept?		
				visualization	Ghanaian Mathematics		in the history and	Sources: An Existence Proof			
Index of the second of th							mathematics				
13)     Define     Colone: # & Description     Descr						lunch break (12:00-1:30)					
$ \left  \begin{array}{c c c c } & & & & & & & & & & & & & & & & & & &$	1:30	Barbin	Guillemette* & Demattè*	2-hour Workshop	2-hour Workshop		2-hour Workshop	2-hour Workshop	Ekici	De Bock* & Goemans	
<ul> <li> <ul> <li></li></ul></li></ul>		Signs and diagrams: On	A dialogue on the educator's	Liu & Chorlay	Milici * Corroni Di Paola		Banyanuti	Plaszozyk & Potiuronko	Elementarisation of Mathematics	Wiskunde Post, a	
$ \frac{1}{2} = \frac{1}{2} + 1$		visualization in history of	way to relate to mathematical historical texts	Selecting enisodes	& Ruggeri		The mental telescope: the	Newton's De Analysi vs	for Undergraduates by Integrating Historical Stances	mathematical magazine for students supporting the	
$ \left  \begin{array}{c c c c } \hline \\ \hline $		mainematics and in teaching	nistoricui iexis	shedding light on the	Touch, experience, and		non-Euclidean geometry case	Fundamental Theorem of	with Trigonometric Functions	modern mathematics	
$ \frac{2}{2}  2$				history of the function	re-think calculus with		study	Calculus	towards Fourier Methods	movement in Flanders	
	2	Flashman	Clark & Barnett*	didactical analyses of a	nistory-basea manipulatives				Owens*, Bino* & Muke*	Rolland & Chorlay*	
$ \frac{1}{2} $ $\frac{1}{2} $ $\frac$		Two Examples from History:	TRansforming Instruction in	lesson-study in grade 10	1				The Development of	Expectations regarding	
Number of the indication of the indit of the indication of the indication of the indicat		Mapping Diagrams to Visualize	Undergraduate Mathematics via Primary Historical						Neocolonialism in Papua New Guinea	French prospective teacher's knowledge in group theory: A	
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$		Relations and Functions	Sources						Gunica	historical survey	
$ \begin{array}{c c c c c c }     & & & & & & & & & & & & & & & & & $	2:30	Franklin	Millán Gasca, Neri						Zhu	Lützen	
$ \left  \begin{array}{c c c c } & Sound & Call & Sound & Sou$		Applied Mathematics First, Pure	Machiaverna* & Spagnoletti			<b>F</b>			The Concepts of Curves and	Hjelmslev's Teaching of his	
$ \frac{1}{2} $ $\frac{1}{2} $ $\frac$		Second	Zeuli			Excursion			Equations in Early American & British Textbooks on Analytic	Geometry of Reality	
$ \begin{array}{c c c c c c c } \hline                                    $			learning path on history of						Geometry		
$ \begin{array}{c c c c c c } \hline                                    $			mathematics in primary								
$   \begin{array}{ c c c c c c c c c c c c c c c c c c c$			outcomes in mathematics and								
$ \frac{1}{2} = \frac{1}{2} + 1$			impact on pupil's human								
<ul> <li>Seeing the development of both sees of a Libraria and the set of the set of</li></ul>	3	Marciniak	Ying* Hsieh & Tsai						Guitart	Plantade	
Image: second problems and parameter dool Labor-Alian Mathematics (Liders of Mathem	5	Seeing the development of	Influences of a Liberal-Art						Learning probabilities by	Jules Houël (1823-1886):	
Image: Provide Autory of a Watchington (Like) o		mathematics education in the	Course about East-Asian						problems and paradoxes: The	From teaching geometry in	
A difference of the second		light of Kuhn's theory of scientific revolutions	Mathematical Culture on University Students'						organization of Joseph Bertrand's tertbook (1880)	high-schools to resolving the	
$ \begin{vmatrix} \mathbf{n} \\ \mathbf{n}$		v	Mathematics Beliefs						Dertruitu s textoook (1007)	of Euclid's postulate in	
i       i										France	
4     1-honr Workshop     1-honr Workshop     1-honr Workshop     Neutron Session     Kjelden" & Sankin       Delice     1     Hayda" & Bunna"     1     Neutron Session     Neutron Session     Neutron Session       Session     1     Index Workshop     1     Neutron Session     Neutron Session     Neutron Session       Session     1     Index Workshop     1     Neutron Session     Neutron Session     Neutron Session       Session     1     Index Mathematics     1     Neutron Session     Neutron Session     Neutron Session       Session     1     Index Mathematics     1     Index Mathematics     Neutron Session     Neutron Session       Session     1     Index Mathematics     1     Index Mathematics     Neutron Session     Neutron Session       Session     1     Index Mathematics     1     Index Mathematics     Neutron Session       Neutron Session     1     Index Mathematics     1     Index Mathematics     Neutron Session       Session     1     Index Mathematics     1     Index Mathematics     Neutron Session       Session     1     Index Mathematics     1     Index Mathematics     Neutron Session       Neutron Session     1     Index Mathematics     Neutron Session Session     Neutr		coffee/tea break (3:30-4:00)		coffee/tea break (3:30-4:00)			coffee/tea break (3:30-4:00)		CLOSI	NG	
beine Illow is construct and use instruments with the pupils, so that they appread within mathematics for the mathematics of the school"     Haydar & Durna" Illow is constructive and Destructive Roles of Case-Rosal & Instruments and po- description of no project odiscription of no project odiscription of no project constructive and Destructive Roles of Case-Rosal & Instruments and po- school"     Haydar & Durna" Instruments and po- school"     Haydar & Durna"	4	1-hour Workshop 1-hour Workshop		Poster Session         Kjeldsen* & Jankvist			Plenary Lecture (Theme 4)				
Inwe to construct and use, instruments with the graph cate what mathematics are for that they appreciate what mathematics are for that they appreciate what mathematics are for the constructive for the constructive for the constructive mathematics in a state prinning Culturally (2021-22 and 2023-24) in a Brassel secondary view school'     Teaching Muthematicing Trong for Sortes from the constructive cases Rosal & Matrid <sup>4</sup> I constructive recearch: 4 constructive and critical diseassion (cases Rosal & Matrid <sup>4</sup> The Constructive mathematics Education       4:30     Teaching Muthematics (2021-22 and 2023-24) in a Brassel secondary view school'     Teaching Muthematics (class Rosal & Matrid <sup>4</sup> )     I constructive cases Rosal & Matrid <sup>4</sup> I constructive cases Rosal & Matrid <sup>4</sup> I constructive and critical diseassion (class Rosal & Sociol     The Constructive and Destructive and Destructive and Pestructive Cases Rosal & Matrid <sup>4</sup> 4:30     I constructive school'     I constructive school'     I constructive school'     The Constructive and Destructive and Pestructive Cases Rosal & Sociol       5     I constructive school'     I constructive school'     I constructive school'     I constructive school       6     Opening Reception     I constructive school     I constructive school     I constructive school       7     I constructive school     I constructive school     I constructive school     I constructive school       8     I constructive school     I constructive school     I constructive school     I constructive school       8     I constructive school		Delire	Haydar* & Durmaz*	(will informally begin during break)	Arguments for history of mathematics in general		Helena	Durnova			
<ul> <li>              instruments with the pupits, so mathematics are for - description of two projects (2021-22 and 2032-24) in a Brassels secondary 'active school'      </li> <li>              4:30      </li> <li>             4:30      </li> <li>             for the mathematics are for - casas desaid &amp; mathematics balacation      </li> <li>             Loón-Mantem<sup>+</sup>, casas-Rosal &amp; mathematics balacation               Aution                Loón-Mantem<sup>+</sup>, casas-Rosal &amp; mathematics               Calculators in Mathematics                 4:30               Brassels               mathematics               mathematics               mathematics               Calculators in Mathematics               Loón-Mantem<sup>+</sup>, casas-Rosal &amp; mathematics               Calculators               Calculators               Calculators                 4:30               Drassels               Sacholo               sacholy               sacholo               Sacholo                 For privipid               Sacholo               For privipid               For privipid               For privipid               Calculators</li></ul>		How to construct and use	Teaching Mathematizing	0,	mathematics education		The Constructive and Destructive Roles of Calculators in Mathematics Education				
Image: Interpretent of the matrices are for - description of two projects: (2012: 2ad 2012-3cd 2012-3cd ) in a Brance & Casas-Hosai & Madrid <sup>®</sup> Image: Interpretent of the matrices are for - description of two projects: (2012: 2ad 2012-3cd ) in a Brance & Casas-Hosai & Madrid <sup>®</sup> Image: Interpretent of the matrices are for - description of two projects: (2012: 2ad 2012-3cd ) in a Brance & Casas-Hosai & Madrid <sup>®</sup> Image: Interpretent of the matrices are for - description of two projects: (3bort break to move between rooms)       4:30     Image: Interpretent of the matrices are for - description of two projects: (3bort break to move between rooms)     Image: Interpretent of Future (Theme 5) - stans at 4:45, ends 5:45       5     Image: Interpretent of Future (Theme 5) - stans at 4:45, ends 5:45     Kay Owens. Vagi Bino & Charly Muke       9     Poenty Lecture (Theme 5) - stans at 4:45, ends 5:45     Kay Owens. Vagi Bino & Charly Muke       9     Poenty Lecture (Theme 5) - stans at 4:45, ends 5:45     Kay Owens. Vagi Bino & Charly Muke       9     Poenty Lecture (Theme 5) - stans at 4:45, ends 5:45     Kay Owens. Vagi Bino & Charly Muke       9     Poenty Lecture (Theme 5) - stans at 4:45, ends 5:45     Kay Owens. Vagi Bino & Charly Muke       9     Poenty Lecture (Theme 5) - stans at 4:45, ends 5:45     Kay Owens. Vagi Bino & Charly Muke       9     Poenty Lecture (Theme 5) - stans at 4:45, ends 5:45     Kay Owens. Vagi Bino & Charly Muke       7     General meeting for HPM Advisory Board and other interested HPM members     Gala Dinner       8     Sale Advisory Board and other		instruments with the pupils, so that they appreciate what	Through Stories from the	• León-Mantero*,	antero*, <i>research: A constructive</i>						
description of two projects (2021-22 and 2023-24) in a Brassels secondary 'acive school'     Responsive and Sustainable Mathematics Education (Short break to move between rooms) (Short break to move between rooms) (Branzy Letture (Theme 5) - starts at 445, ends 545 Kay Owens, Vagi Bino & Charly Muke Past, Present and Future: The Fruifiul Interweaving of Cultural Mathematics       6     Opening Reception       7     General meeting for HPM Advisory Board and other interested HPM members       8     Gala Dinner		mathematics are for –	History of Mathematics: Promoting Culturally	Casas-Rosal & Madrid*							
Image: Interpolation 2005-24 mm     Mathematics Education     Mathematics Education       Brussels second/*     Mathematics Education     Nocal       School*     Image:		description of two projects	Responsive and Sustainable	<ul> <li>Madrid*, León-</li> </ul>							
4:30     school'     . Nosal - Sacloba       4:30     . Sacloba       6     . Sacloba       7     . The Fruitfil Interveaving of Cultural Mathematics       7     . Sacloba       7     . Sacloba       7:0     . Sacloba       8:0     . General meeting for HPM Advisory Board and other interested FIPM members       8:0     . General meeting for HPM Members		(2021-22 and 2025-24) in a Brussels secondary 'active	Mathematics Education	Mantero* & Casas-							
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