

HPM 2024 Meeting Schedule, 1–5 July, Sydney

Abstracts for all sessions are available on the [HPM 2024 website](#).

	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: <i>Using History to Link Mathematics and Traditional Culture in the Classroom</i>	Puig <i>Errors dealing with the negative in solving quadratic equations. An episode in the history of algebra and its teaching</i>	Poh <i>Threads of Knowledge: Crafting a Cultural Tapestry in Mathematics Education</i>	Panel Discussion: <i>The HPM Domain: Past, Present, and Future</i>	Tanaka <i>How to learn Japanese mathematics "WASAN" in the Edo period (1603-1868)</i>	Durmaz* & Haydar* <i>Educators Navigating the Intersection of Elementary Mathematics, Storytelling, Identity, and History: Illustrations from the Islamic Context</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>	Amusuglo* & Jančařík <i>Exploring the Interplay of Culture and History in Ghanaian Mathematics</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>	Guillemette* & Demattè* <i>A dialogue on the educator's way to relate to mathematical historical texts</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>	2-hour Workshop Milici,* Cerroni, Di Paola & Ruggeri <i>Touch, experience, and re-think calculus with history-based manipulatives</i>	Excursion	2-hour Workshop Benvenuti <i>The mental telescope: the non-Euclidean geometry case study</i>	2-hour Workshop Błaszcyk & Petiurenko <i>Newton's De Analysi 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>	Clark & Barnett* <i>TRansforming Instruction in Undergraduate Mathematics via Primary Historical Sources</i>	2-hour Workshop Zhu <i>The Concepts of Curves and Equations in Early American & British Textbooks on Analytic Geometry</i>	2-hour Workshop Lützen <i>Hjelmslev's Teaching of his Geometry of Reality</i>		Owens*, Bino* & Muke* <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	Franklin <i>Applied Mathematics First, Pure Second</i>	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>				Guitart <i>Learning probabilities by problems and paradoxes: The organization of Joseph Bertrand's textbook (1889)</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>		
3	Marciniak <i>Seeing the development of mathematics education in the light of Kuhn's theory of scientific revolutions</i>	Ying*, Hsieh & Tsai <i>Influences of a Liberal-Art Course about East-Asian Mathematical Culture on University Students' Mathematics Beliefs</i>							
4	coffee/tea break (3:30-4:00)				coffee/tea break (3:30-4:00)		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: Promoting Culturally Responsive and Sustainable Mathematics Education</i>	Poster Session <i>(will informally begin during break)</i> • León-Mantero*, Casas-Rosal & Madrid* • Madrid*, León-Mantero* & Casas-Rosal • Saclolo	Kjeldsen* & Jankvist <i>Arguments for history of mathematics in general mathematics education research: A constructive and critical discussion</i>	Plenary Lecture (Theme 4) Helena Durnova <i>The Constructive and Destructive Roles of Calculators in Mathematics Education</i>				
4:30			<i>(short break to move between rooms)</i>						
5			Plenary Lecture (Theme 5) – starts at 4:45, ends 5:45 Kay Owens, Vagi Bino & Charly Muke <i>Past, Present and Future: The Fruitful Interweaving of Cultural Mathematics</i>						
6	Opening Reception								
7			General meeting for HPM Advisory Board and other interested HPM members						
7:30						Gala Dinner			
8									
8:30									

* indicates the name(s) of the presenting author(s) for co-authored submissions

Last revised 23 May, 2024