



USM

UNIVERSITI SAINS MALAYSIA

Organized by:
School of Educational Studies &
School of Mathematical Sciences
Universiti Sains Malaysia
Penang, Malaysia



Under the auspices of
International
Commission on
Mathematical
Instruction (ICMI)

PROGRAMME

X EARCOME4 2007

4TH EAST ASIA REGIONAL CONFERENCE ON MATHEMATICS EDUCATION

THEME:

“MEETING THE
CHALLENGES
OF DEVELOPING
QUALITY MATHEMATICS
EDUCATION CULTURE”

18-22 JUNE 2007

BAYVIEW HOTEL GEORGETOWN, PENANG

www.usm.my/education/earcome4/

PARALLEL SESSION 4 - WEDNESDAY (20 JUNE 2007) - TIME : 11:30 - 13:00

SRI PERAK 1 Theme: Learning Secondary Mathematics (LS)	SRI PERAK 2 Theme: Teacher Education (T)	SRI NILAM 1 Theme: Curriculum (C)	SRI NILAM 2 Theme: Assessment (A)	SRI INTAN Theme: ICT (I)
<p>1. LS067 Chinese Speakers Learning Undergraduate Mathematics in English <i>Bill Barton, Jamie Sneddon & Philipa Neville-Barton: New Zealand</i></p> <p>2. LS065 Mathematics Education in Bangladesh: Problems and Prospects <i>A.A.K.M Lutfuzzaman, Niaz Makhdum Muhammad & A.S.M Touhidul Hasan: Bangladesh</i></p> <p>3. LS061 Middle School Students' Interpretation of Graphing Tasks: Difficulties within a Graphical Language <i>Tom Lowrie & Carmel M. Diezmann: Australia</i></p> <p>4. LS025 (*) Examining Asian Mathematics Classrooms Through the Lens of the Distribution of Responsibility for Knowledge Generation <i>David Clarke & Xu Li Hua: Australia</i></p>	<p>1. T002 (*) Impact of the Knowledge of Learning Styles on Pre-Service Teachers <i>Teo Soh Wah & Gwee Bee Yen: Singapore</i></p> <p>2. T003 Inservice Teachers' Perception of some Questions on Permutation and Combination <i>Toh Tin-Lam: Singapore</i></p> <p>3. T009 A Case Study of Four Resource Room Teachers' Beliefs of Constructivism in Mathematics Teaching in Taiwan <i>Kuo-Long Chen & Yuan Yuan: Taiwan</i></p> <p>4. T021 Strategies for Management of Job-Related Stress among Mathematics Teachers in Nigeria <i>Komoru O. Usman & Angie Ijeoma Oboegbulam: Nigeria</i></p>	<p>1. C012 (*) Issues and Challenges in Evaluating the Effectiveness of Mathematics Curriculum: Lessons Learned from Evaluations of the University of Chicago School Mathematics Project <i>Denisse R. Thompson & Sharon L. Senk: Florida</i></p> <p>2. C005 Primary 2 Pupils' Mathematical Problem-Solving Processes – A Snapshot <i>Yeo Kai Kow Joseph: Singapore</i></p> <p>3. C007 An Approach To Curriculum Design In Mathematics: The Understanding By Design (UBD) Framework <i>Kum Suat Sie Sandi & Lim Huey Miin: Singapore</i></p>	<p>1. A004 (*) Using Technology in High-Stakes Assessment: How Teachers Balance By-Hand and Automated Techniques <i>Lynda Ball & Kaye Stacey: Australia</i></p> <p>2. A011 Assess the Learning, Not How Long the Learning Takes <i>Victor Dorff: USA</i></p> <p>3. A005 Powerful Mathematics Ideas, Numeracy Matrix and Learning Stories: Assessing and Celebrating the Mathematical Capabilities of Preschool Children and their Teachers <i>Bob Perry, Sue Dockett & Elspeth Harley: Australia</i></p> <p>4. A001 Assessing Mathematical Thinking of Primary School Students <i>Norjoharuddeen Mohd Nor & Noraini Idris: Malaysia</i></p>	<p>1. I017 Mathematical Modeling And Technology: Tools For Creating A Quality Mathematics Education Culture <i>Allan L White: Australia</i></p> <p>2. I028 (*) Learning Statistics with TI-83 Plus: Students' Attitudes and Performance <i>Kor Liew Kee: Malaysia</i></p> <p>3. I009 The Use Of R Language In The Teaching Of Regression Modeling <i>Cheang Wai Kwong: Singapore</i></p> <p>4. I023 Enhancing Teaching and Learning for Understanding in Mathematics Using ICT: Professional Development Programmes for Mathematics Teachers in SEAMEO Countries <i>Ida Karnasih & Wahyudi: Indonesia</i></p>

(*) Chairperson