

ICTMA-17
NOTTINGHAM 2015

PROGRAMME AND DAILY SCHEDULE

SUNDAY 19 JULY 2015

Time	Event	Venue
17:30 – 19:30	Opening reception (includes meal and drinks)	Highfields House, University of Nottingham (University Park Campus)

MONDAY 20 JULY 2015

Session	Time	Presentation Title	Presenter(s)	Session Chair	Venue
WELCOME and OPENING	9:00 – 9:30	Welcome and conference opening	Gloria Stillman (ICTMA President) Geoff Wake (Chair local organising committee)		Sir Clive Granger Building
PLENARY	9:30 – 11:00	<i>Japan's Ongoing Reform in Maths: Will 'Modeling' Help?</i>	Keiichi Nishimura (Associate Professor, Gakugei University, Tokyo) <i>Response: Morten Blomhøj</i>	Geoff Wake	' Room A48
COFFEE & TEA BREAK (11:00 – 11:30)					
A	11:30 – 12:15	<i>Mathematical Modelling in a Long Distance Teacher Education Course in Brazil: Democratising Mathematics</i>	<u>Daniel Clark Orey</u> ; <u>Milton Rosa</u>	Mengda Wu	A39
		<i>Mathematical Modelling and Proof by Recurrence: an Analysis from a Wittgensteinian Perspective</i>	<u>Bárbara N.Palharini Alvim Sousa Robim</u> ; <u>Emerson Tortola</u> ; <u>Lourdes Maria Werle de Almeida</u>	Ana C. Carius	A40
		<i>Analysis Of Concept Of Differentiability Presented in Textbooks Of Differential Calculus Through The Theory Of Didactic Transposition</i>	<u>Fábio Souza</u> ; Jacqueline Da Silva	Micah Stohlmann	A41
		<i>Implementing Modelling into Classrooms: Results of an Empirical Research Study</i>	<u>Jana Kreckler</u>	Erna Lampen	A42
		<i>Pre-Service Mathematics Teachers' Knowledge in Mathematical Modelling and Views on Mathematical Modelling</i>	<u>Joo Young Park</u>	Cyril Julie	A44

MONDAY 20 JULY 2015 (CONTINUED)



Session	Time	Presentation Title	Presenter(s)	Session Chair	Venue
B	12:20 – 13:05	<i>Interpreting a Mathematical Model; Complementarity of Context and Mathematics</i>	<u>Pauline Vos</u> ; Gerrit Roorder	Marc North	A39
		<i>What Makes Differences Between the Model of ‘90° System Advertisement’ of the Flag of England and the Ones by Students?</i>	<u>Naoto Mishima</u> , Akio Matsuzaki; Yuki Takagi	Pauline Vos	A40
		<i>Mathematics in a Chemistry Undergraduate Course: A Necessary "Evil"?</i>	<u>Ana Carius</u> ; Ricardo L. de Souza Júnior; Jaqueline da Silva;	Bárbara N.Palharini Alvim Sousa Robim	A41
		<i>Effectiveness of Mathematical Modelling in Secondary School and Future Research Opportunities</i>	<u>Micah Stohlmann</u> ; Lina DeVaul; Charlie Allen; Amy Adkins; Taro Ito; Dawn Lockett; Nick Wong	Marli Schmitt Zanella	A42
		<i>Triggering the Development of Mathematical Modelling Competencies Through Mathematical Modelling as Content</i>	<u>Cyril Julie</u>	Joo Young Park	A44
LUNCH (13:05 – 14:15)					
C	14:15 – 15:00	<i>Mathematical Modelling: Stablising Learners' Skills</i>	<u>Azita Manouchehri</u>	Dirk de Bock	A39
		<i>Student Solutions of an Authentic Inter-Year Modelling Task</i>	<u>Matthias Ludwig</u>	Leonardo Barichello	A40
		<i>Using the Six Instructional Design Principles For Assessing Modelling Capabilities Of Students In Mathematics Classrooms</i>	<u>Dirk Wessels</u> ; Piera Biccard	Helena Wessels	A41
		<i>Mathematical Modelling of a Social Problem in Japan: The Temperature Rise and the Declining Birth Rate</i>	<u>Noboru Yoshimura</u> ; <u>Akira Yanagimoto</u>	Miriam Ortega	A42
		<i>Developing Modeling Based Mathematics Teaching by Means of Theories on Conceptual Learning</i>	<u>Morten Blomhøj</u> ; Tinne Hoff Kjeldsen	Marc North	A44

MONDAY 20 JULY 2015 (CONTINUED)



Session	Time	Presentation Title	Presenter(s)	Session Chair	Venue
D	15:05 – 15:50	<i>How Students Connect Mathematical Models to Descriptions of Real-World Situations</i>	<u>Dirk de Bock</u> ; Nele Veracx; Wim van Dooren	Azita Manouchehri	A39
		<i>In Pursuit of a Life-Preparedness Orientation for Modelling: the Role of Contextual Reasoning and Reflective Knowing</i>	<u>Marc North</u>	Matthias Ludwig	A40
		<i>An Investigation of Mathematical Modelling And Creativity of Future Teachers in A German University</i>	<u>Helena Wessels</u>	Dirk Wessels	A41
		<i>Motives to Voluntarily Participate in a Mathematical Modelling Project</i>	<u>Iussara Araújo</u> ; Ilaine Campos; Edmilson Torisu	Jacob Perrenet	A42
		<i>Using Modelling and Tablets in Classroom to Learn the Quadratic Function</i>	<u>Miriam Ortega</u> ; Luis Puig	Noboru Yoshimura	A44
COFFEE & TEA BREAK (15:50 – 16:20)					
E	16:20 – 17:05	<i>Mathematical Modelling and the Differential and Integral Calculus Teaching Challenges</i>	<u>Jacqueline Da Silva</u> ; Fabio Souza; Ana Carius; Deborah Jardim	Lilian Akemi Kato	A39
		<i>Mathematical Modelling for Engineering Students: Perspectives on Visualisation</i>	<u>Hanti Kotze</u> ; Gerrie Jacobs; Erica Spangenberg	Milton Rosa	A40
		<u>PRESENTATION VIA SKYPE</u> : <i>Modelling Practices of Engineers Through Differential Equations and Simulation</i>	<u>Ruth Rodriguez</u>	Marc North	A41
		<i>Teachers’ Tools for Anticipating Student Work when Teaching Modelling</i>	<u>Jonas Årlebäck</u> ; Helen Doerr	Maria Evagorou	A42
		<i>Teaching Modelling Using Calculus – Inside and Across “Nature”</i>	<u>Peter Collignon</u>	Rita Guimaraes	A44
PLENARY	17:10 – 18:25	<i>ICTMA: writing for the Springer volume</i> <i>ICME: information and contributions</i>	Gloria Stillman; Werner Blum; Gabriele Kaiser		A48

Session	Time	Presentation Title	Presenter(s)	Session Chair	Venue
PLENARY	9:00 – 10:30	<i>Mathematical Modelling: Its role to enhance mathematical pedagogy?</i>	David Burghes (Professor of Maths Education, Plymouth University and Director of the Centre for Innovation in Mathematics Teaching). <i>Response: Gloria Stillman</i>	Rita Borromeo-Ferri	A48
COFFEE & TEA BREAK (10:30 – 11:00)					
F	11:00 – 11:45	<i>Analysis of Pre-Service Teachers' Levels of Reflectivity after Mathematic Modelling Activities with Students</i>	<u>Rita Borromeo Ferri</u>	Tijn Borghuis	A31
		<i>Practical Study on Graduate Students' Demonstration of Paintings Using Mathematics: Reading Background of Arts With Mathematics</i>	<u>Akihiko Saeki</u> ; <u>Masafumi Kaneko</u> ; Daisuke Saito; Kyoko Tomizawa	Gerrie J Jacobs	A39
		<i>Sustainable Assessment in Mathematical Modelling</i>	<u>Paul Hernandez-Martinez</u> ; <u>Helen Harth</u>	Lourdes Maria	A40
		<i>A Parallel Mathematical Modelling in Engineering Calculus Assisted by Technology</i>	<u>Lorenza Illanes</u> ; Elvira G. Rincón	Angeles Domínguez	A41
		<i>Combining Models Related to Data Distribution Through Conjecturing and Validation: Paper Helicopter Experimentation with Year 5 Students</i>	<u>Takashi Kawakami</u>	Nils Buchholtz	A42
		<i>Modelling Challenge Program at Secondary Level in Japan</i>	<u>Akira Yanagimoto</u> ; <u>Noboru Yoshimura</u>	Edell Reilly	A44
		<i>Assessing Mathematizing Competences: Using Students' Response Processes to Investigate Item Validity</i>	<u>Brikena Djepakhija</u> ; Pauline Vos; Anne Berit Fuglestad	Xiao-Jun Duan	A45
G	11:50 – 12:35	<i>Interactive Diagrams Used for Collaborative Learning Concerning Math Models of Motion</i>	<u>Elena Naftaliev</u>	Janeen Lamb	A39
		<i>Does Students' Over-Reliance on Linearity Also Occur in Economics?</i>	Daam van Reeth; <u>Dirk de Bock</u>	Paul Hz-Martinez	A40
		<i>Models and Representations in an Integrated Physics and Mathematics Course</i>	<u>Angeles Domínguez</u> ; Jorge de la Garza; Cynthia Castro	Lorenza Illanes	A41
		<i>Using Mathtrails as a Diagnostic Tool</i>	<u>Nils Buchholtz</u>	Takashi Kawakami	A42
		<i>Helping All Students Build Their Dream Homes: Using Modelling with Mathematics in a Learning Support Class</i>	<u>Edell Reilly</u>	Akira Yanagimoto	A44
		<i>Mission-Driven Progressive Practice Teaching Pattern on Mathematical Modeling Course</i>	<u>Xiao-Jun Duan</u> ; <u>Wang Dan</u>	Brikena Djepakhija	A45

TUESDAY 21 JULY 2015 (CONTINUED)





Session	Time	Presentation Title	Presenter(s)	Session Chair	Venue
LUNCH (12:35 – 13:45)					
H	13:45 – 14:30	Mathematical Modelling with Progressive Learning Aids - A Video Study	Deike Jütting	Kerri Spooner	A39
		Investigating Students' Difficulties with Differential Equations in Physics	Diarmaid Hyland; Paul van Kampen; Brien Nolan	Burkhard Alpers	A40
		Boundary Crossing Between Workplace and Mathematics in Prospective Teachers' Didactical Designs	Giorgos Psycharis; Despina Potarii	Catherine Paolucci	A41
		Hidden Benefits of Modelling for Learners with Special Educational Needs (SEN)	Dirk Wessels; Rina Scott-Wilson; Helena Wessels; Estelle Swart	Gemma Sala	A42
		European Soccer Championship – Cross-Linking of Knowledge Within Mathematical Modelling	Martin Bracke; Hans Stefan-Siller	Issic Leung	A44
		A Modeling Perspective In Designing Professional Learning Communities	Nicholas Mousoulides; Maria Evagorou	Jana Kreckler	A45
I	14:35 – 15:20	Authentic Mathematical Modelling Experiences Of Upper Secondary School Students: A Case Study	Kerri Spooner	Deike Jütting	A39
		The Mathematical Modeling Competency Required for Solving Engineering Statics Assignments	Burkhard Alpers	Diarmaid Hyland	A40
		The Primacy of 'Noticing': A Key to Successful Modelling	Peter Galbraith; Gloria Stillman; Jill Brown	Giorgos Psycharis	A41
		Inquiring and Modelling in a Real Archaeological Context: the Importance of the Sequence Tasks Design	Gemma Sala; Vincent Font; Joachim Gimenez; Berta Barquero	Werle de Almeida	A42
		Pre-Service Teachers' Knowledge in Applying Story Metaphor in Teaching Modeling: An Example of Weighting an Elephant	Issic Leung; Regina Wong	Martin Bracke	A44
		Developing Boundary Objects to Support Teachers' Teaching and Learning of Modelling	Geoff Wake; Malcolm Swan; Colin Foster	Sheila Evans	A45
COFFEE & TEA BREAK (15:20 – 15:50)					

TUESDAY 21 JULY 2015 (CONTINUED)



Session	Time	Presentation Title	Presenter(s)	Session Chair	Venue
J	15:50 – 16:35	<i>Mathematical Modelling Workshop for Graduate School Students in Turkey Using LEGO®MINDSTORMS®EV3 and Graphing Calculator</i>	<u>Akio Matsuzaki</u> ; Kosuke Tsukahara; Ugur Cetinkaya; Tomoko Inoue Cetinkaya	Xenia-Rosemarie Reit	A39
		<i>Mathematical Modelling in Dutch Textbooks: is it Genuine Mathematical Modelling?</i>	<u>Bert Zwaneveld</u> ; Jacob Perrenet; Kees van Overveld; Tijn Borghuis	Helen Harth	A40
		<i>“A Foundation for Understanding the World” Unless Built on Shifting Sands: Mathematical Modelling, Validation and Evaluation</i>	<u>Jeremy Burke</u> ; Eva Jablonka; Chris Olley	Marc North	A41
		<i>Mathematical Modelling with Data In a Collaborative Group: Students' Mathematics Dispositions and Identities</i>	<u>Jo Young Park</u>	Vince Geiger	A42
		<i>Modelling as Interactive Translations Among Plural Worlds: Experimental Teaching Using the Night Time Problem</i>	<u>Toshikazu Ikeda</u> ; Max Stephens	Hans Stefan-Siller	A44
K	16:40 – 17:25	<i>Modelling with Statistical Data: Characterisation of Models Produced by Students</i>	<u>Àngels Aymerich</u> ; Núria Gorgorió; <u>Lluís Albarracín</u>	Wang Dan	A39
		<i>Quality Criteria for Mathematical Models in Relation to the Modeling Purpose; Their Usefulness in Higher Engineering Education</i>	<u>Jacob Perrenet</u> ; Bert Zwaneveld; Kees van Overveld; Tijn Borghuis	Elizabeth Burns	A40
		<i>Teachers as Designers of Effective Numeracy Tasks</i>	<u>Vince Geiger</u>	Patrick Johnson	A41
		<i>Course on Modelling for French Trainee Teachers: Relation Between Mathematical and Professional Competences</i>	<u>Richard Cabassut</u>	Despina Potarii	A42
		<i>Modelling Using Computer Tools in Math Classes</i>	<u>Gilbert Greefrath</u> ; <u>Hans Stefan-Siller</u>	Toshikazu Ikeda	A44



TUESDAY 21 JULY 2015 (CONTINUED)

Session	Time	Presentation Title	Presenter(s)	Venue
POSTERS	17:30 – 18:30	 POSTER PRESENTATIONS/VIEWING DRINKS RECEPTION HOSTED BY THE SHELL CENTRE, UNIVERSITY OF NOTTINGHAM 		Foyer (Sir Clive Granger Building)
		<i>Additive Reasoning in a Modelling Task: An Experience in a Brazilian Elementary School</i>	<u>Marli Schmitt Zanella</u> ; <u>Lilian Akemi Kato</u> ; <u>Werner Blum</u> ; <u>Rita Borrromeo Ferri</u>	
		<i>Exploring Two-Variable Functions Representation Through Modelling of Sound Intensity With iPads®</i>	<u>Pascual Diago</u> , Irene Ferrando; Luis Puig	
		<i>Making Modelling Tasks Usable in the Classroom</i>	<u>Junji Nojima</u>	
		<i>Modelling Project in Training Teachers of Mathematics</i>	<u>Jaime Huincahue</u> ; Carolina Guerrero	
		<i>Improving Problem Solving Competencies: A Design Research Study</i>	<u>Sheila Evans</u>	
		<i>A Teacher Learning Initiative to Discuss Disadvantaged Students</i>	<u>Rita Guimaraes</u>	
		<i>Mathematical Tasks Drawn on Visual Representations for Low Achieving Students</i>	<u>Leonardo Barichello</u>	
		<i>Various posters showcasing the work of the Centre for Research in Mathematics Education at the University of Nottingham</i>	<u>Rowan Atkinson</u>	

Session	Time	Presentation Title	Presenter(s)	Session Chair	Venue
PLENARY	9:00 – 10:30	<i>Mathematical Modelling as a Professional Activity – Lessons for the Classroom</i>	Dr. Peter Frejd (Senior Lecturer at Linköping University, Sweden) <i>Response: Gabriele Kaiser</i>	Jill Brown	A48
COFFEE & TEA BREAK (10:30 – 11:00)					
L	11:00 – 11:45	<i>Context and Understanding: the Case of Linear Models</i>	<u>Jill Brown</u>	Luis Albarracin	A39
		<i>A Study on Undergraduates' Competency to Apply Mathematics and Mathematical Modelling</i>	<u>Keiichi Nishimura</u> ; Fumitaka Yanagisawa	Sergiy Klymchuk	A40
		<i>The Process of Mathematisation in Modelling of Number Patterns in Secondary School Mathematics</i>	<u>Dirk Wessels</u> ; Axanthe Knott	Jaime Mena-Lorca	A41
		<i>Triggers for and Barriers to Successful Student Switching Between Modelling Cycles: The Case of Dual Modelling Teaching in Japan</i>	<u>Takashi Kawakami</u> ; Akihiko Saeki; Akio Matsuzaki	Gabriele Granada Velede	A42
		<i>Professional Development and Modelling: Interactions Between Beliefs, Practices and Classroom Contexts</i>	<u>Katja Maaß</u> ; <u>Malcolm Swan</u>	Theodosia Prodromou	A44
		<i>Ethnomodelling as the Mathematisation of Cultural Practices</i>	<u>Daniel Clark Orey</u> ; <u>Milton Rosa</u>	Katrin Vorholter	A45
M	11:50 – 12:35	<i>Design and Implementation of a Tool for Analyzing Student Productions When They Solve Fermi Problems</i>	Cesar Gallart; Irene Ferrando; Lluís García-Raffi; <u>Luis Albarracin</u> ; Núria Gorgoriód	Jill Brown	A39
		<i>Analysing University Students' Abilities in Making Assumptions in a Ballistics Model: A Case Study</i>	<u>Sergiy Klymchuk</u> ; Zlatko Jovanoski	Keiichi Nishimura	A40
		<i>International Mathematical Modeling Challenge</i>	<u>Henk van der Kooij</u>	Regina Moeller	A41
		<i>Some Relations Between the Mathematical Modelling and Paulo Freire's Concepts</i>	<u>Gabriele Granada Velede</u> ; Dionísio Burak	Richard Cabassut	A42
		<i>Conceptualising and Measuring Metacognitive Modelling Competencies</i>	<u>Katrin Vorhölter</u>	Helen Doerr	A44

WEDNESDAY 22 JULY 2015 (CONTINUED)



Session	Time	Presentation Title	Presenter(s)	Session Chair	Venue
N	12:40 – 13:30	<i>Difficulty of Solution Approaches of Modelling Tasks</i>	<u>Xenia-Rosemarie Reit</u>	Akio Matsuzaki	A39
		<i>The Velocity concept – History of a Modelling</i>	<u>Regina Moeller</u> ; <u>Hans-Stefan Siller</u>	Henk van der Kooij	A40
		<i>Development of Modelling Competencies in Statistical Inference</i>	<u>Theodosia Prodromou</u>	Carolina G-Ortiz	A41
		<i>Modelling Task Design</i>	<u>Carolina Guerrero-Ortiz</u> ; <u>Jaime Mena-Lorca</u>	Katja Maaß	A42
		<i>Modelling That Matters - How Computational Media Influences the Role of Modeling in Mathematics Education</i>	<u>Helen Doerr</u> ; Jonas Ärleböck; Morten Misfeldt	Daniel Clark Orey	A44
ROAD TRIP	14:00 – 19:00	PACKED LUNCHES			
		 EXCURSION TO CHATSWORTH HOUSE (Coaches depart from the <u>East Midlands Conference Centre</u> on the university campus at 13:50) 			

Session	Time	Presentation Title	Presenter(s)	Session Chair	Venue
PLENARY	9:00 – 10:30	Systemic change and teaching modelling	Prof. Malcolm Swan & Prof. Hugh Burkhardt (University of Nottingham, UK) Response: Katja Maaß	Jonas Ärlebäck	A48
COFFEE & TEA BREAK (10:30 – 11:00)					
O	11:00 – 11:45	Didactical Implication on an Elementary Method to Diagnose the Existence of Chaotic Behavior of a Single Neuron Model	Issic Leung; H. Y. Zhang	Gloria Stillman	A39
		Students' Difficulties in Mathematical Modelling: Observations from Two Examples	Jinxhing Xie	Jussara Araújo	A40
		Exploring the Notion of Mathematical Literacy in Curricula Documents	Peter Frejd; Vincent Geiger	France Caron	A41
		Mathematical Modelling Strategies of Third Year Mathematics Student Teachers	Rina Durandt; Gerrie Jacobs	Maria Salett Biembengut	A42
		PRESENTATION BY UK RESEARCHER AND TEACHER: Developing Students' Capacity to Critically Assess Mathematical Ideas	Sheila Evans; Nick Wilson	Sheila Evans	A44
P	11:50 – 12:35	Enabling Anticipation In Mathematizing Real World Problems in a Flipped Classroom	Gloria Stillman	H. Y. Zhang	A39
		Confrontation of Arguments in Mathematical Model Construction	Jussara Araújo; Ilaine Campos	Jinxhing Xie	A40
		l'Hospital's Weight Problem: Crossing the boundaries between Math and Physics, Between Application and Modelling	France Caron; Kathleen Pineau	Bert Zwaneveld	A41
		Teachers' Perceptions About Modeling Activities Proposed in Continued Education	Morgana Scheller; Danusa de Lara Bonotto; Maria Salett Biembengut	Rina Durandt	A42
		PRESENTATION BY UK ORGANISATION: Cambridge Mathematics Education Project	Lynne McClure; Nathan Barker	Marc North	A44
LUNCH (12:35 – 13:45)					

THURSDAY 23 JULY 2015 (CONTINUED)



Session	Time	Presentation Title	Presenter(s)	Session Chair	Venue
Q	13:45 – 14:30	<i>What are the Learning Opportunities of Modelling Problems?</i>	Dag Wedelin	Gilbert Greefrath	A39
		<i>The Dual Modelling Cycle Framework: Benefits for Australian Students</i>	Janeen Lamb ; Akio Matsuzaki; Akihiko Saeki; Takashi Kawakami	Elena Naftaliev	A40
		<i>Difficulties to Teach Modelling: A French-Spanish Exploration</i>	Richard Cabassut ; Irene Fernando	Catherine Paolucci	A41
		<i>PRESENTATION BY UK ORGANISATION: Core Maths Support Programme – ‘Problem Solving in Core Mathematics’</i>	Mick Blaylock	Marc North	A42
		<i>"Why do I have to learn this?": An Exploration of Relevance in Mathematical Modelling Education</i>	Paul Hernandez-Martinez ; Pauline Vos	Kathleen Pineau	A44
R	14:35 – 15:20	<i>Initial Result from an Intervention: Affordances and Constraints of an App for Smartphones and Tablets</i>	Peter Frejd ; Jonas B. Ärleback	Fumitaka Yanagisawa	A39
		<i>Realistic Mathematics Education Design Theory as a Tool for Structuring Potential Mathematical Modelling Learning Activities</i>	Rita Ndagire Kizito; Dirk Wessels	Morten Blomhøj	A40
		<i>Increasing Mathematical Modelling Pedagogical Capacity (MMPC) Among Teachers</i>	Azita Manouchehri ; Stephen Lewis ; Monelle Gomez ; Ali Fleming	Akihiko Saeki	A41
		<i>An Examination of Pre-Service Teachers’ Capacity to Create Mathematical Modeling Problems for Children</i>	Catherine Paolucci ; Helena Wessels	Irene Ferrando	A42
		<i>PRESENTATION BY UK TEACHER: Lessons for Mathematical Modelling From Lesson Study</i>	Ian Parry ; Geoff Wake	Geoff Wake	A44
COFFEE & TEA BREAK (15:20 – 15:50)					

THURSDAY 23 JULY 2015 (CONTINUED)



Session	Time	Presentation Title	Presenter(s)	Session Chair	Venue
S	15:50 – 16:35	<i>Designing a Problem by Mathematical Modelling and Gamification for the Solids of Revolution with Differentials</i>	Elvira G. Rincón Flores; Lorenza Illanes	Stephen Lewis	A39
		<i>Alternative Causes and Disabling Conditions as Tools to Structure a Real Model from a Messy Problem</i>	Erna Lampen	Pascal Diago Nebot	A40
		<i>An Analysis of Consequences of Didactic Theory for Practice – the Case of Modelling Cycle</i>	Britta Eyrich Jessen ; Tinne Hoff Kjeldsen	Monelle Gomez	A41
		<i>Exploring the Critical-Reflexive Dimension of Mathematical Modelling</i>	Daniel Clark Orey ; Milton Rosa	Irene Grafenhofer	A44
T	16:40 – 17:25	<i>Scaffolding in Complex Modelling Situations</i>	Gabriele Kaiser ; Peter Stender	Geoff Wake	A39
		<i>Modelling in Sciences and Maths: Level of Motivation, Interest and Need to Learn</i>	Maria Salett Biembengut	Leonardo Barichello	A40
		<i>Changing Student Perspectives of Work-Related Applications of Mathematics</i>	Diane Dalby	Jonas Årleback	A41
		<i>Difficulties in Designing an MEA: Experience in a Teaching Strategies Course</i>	Angeles Domínguez; Lorenza Illanes ; Genaro Zavala	Britta Eyrich Jessen	A42
		<i>How to Build-Up an Hydrogen Refuelling Station Infrastructure in Germany? – A Project Approach for Mathematics Classrooms</i>	Irene Grafenhofer ; Hans Stefan-Siller	Max Stephens	A44
BOOGIE TIME	19:00 – very late (00:00)	<div>  <div> <p>CONFERENCE DINNER @ COLWICK HALL</p> <p>(Dancing shoes essential)</p> <p>(Coaches depart from the East Midlands Conference Centre on the university campus at 19:00)</p> </div>  </div>			

FRIDAY 24 JULY 2015



Session	Time	Presentation Title	Presenter(s)	Session Chair	Venue
PLENARY PANEL	9:30 – 11:00	<i>Modelling in curricula across the world</i>	Prof. Helen Doerr (USA) Dr. Angeles Dominguez (Mexico) A/Prof. Vince Geiger (Australia) Prof. Pauline Vos (Norway) Dr. Helena Wessels (South Africa)	Prof. Werner Blum (Germany)	A48
COFFEE & TEA BREAK (11:00 – 11:30)					
Business Meeting and Close	11:30 – 12:45	<i>Business meeting and close of the conference</i>	ICTMA Committee		A48
PICNIC LUNCH AVAILABLE					