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ICME 10

## Series of International Monographs on Mathematics Teaching Worldwide

Edited by Professor David Burghes  
University of Exeter, England

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### Monograph 1: International Research

This monograph contains selected articles from the web-based journal, *The International Journal of Mathematics Teaching and Learning (IJMTL)*. The articles deal with research studies on topical themes such as whole class interactive teaching, applications to real world problems and the effective use of new technology. The authors range from newly qualified teachers to experienced teacher trainers.

### Monograph 2: Teacher Training: An International Overview

The contributors to this monograph are teacher trainers from around the world who have been working together for the last 6-10 years on longitudinal research studies on the teaching of mathematics in Primary and Secondary schools. This overview of current practice in teacher training is intended as a basis for more detailed research.

### Monograph 3: Kassel Project

This monograph reports the methodology, data analysis and findings of a 3-year Secondary mathematics study undertaken by 14 countries during the 1990s, with the aim of making recommendations for good practice both nationally and internationally. The effects that the project has had on the participating countries up to the present day are discussed, including the implementation of these recommendations in England through the *Mathematics Enhancement Programme (MEP)*.

### Monograph 4: International Project on Mathematical Attainment (IPMA)

This monograph describes a longitudinal study into Primary mathematics teaching which has been monitoring the progress of pupils in 17 countries throughout the compulsory years of Primary education. Yearly cumulative tests, questionnaires and lesson observations have informed coordinators in making recommendations for good practice both nationally and internationally. This is a preliminary report as some countries have yet to analyse their final test results but the trends and conclusions are unlikely to change radically.

Available during ICME 10 at special prices while stocks last!

<b>Room F103, Building 116</b>	<b>Mon. 5th to Thu. 8th July</b>	<b>09:00 to 19:00</b>
Price per monograph:	<b>15 Euros</b> or <b>£10</b> or <b>110 DK</b>	(Cash sales only!)
Set of 4 monographs:	<b>40 Euros</b> or <b>£30</b> or <b>300 DK</b>	Receipts given.)
(+ 2 FREE DVDs of lesson clips of good practice in 11 IPMA countries)		

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Programme  
ICME 10

## RESEARCH WORKSHOP International Project on Mathematical Attainment (IPMA)

Professor David Burghes, University of Exeter, England

**1930-2030 hours, Monday 5th July**  
**Group Room G162, Building 210**

Professor Burghes will report the methodology, test and questionnaire data, the problems encountered in such a long research study, and the conclusions reached; he will also present recommendations for good practice at national and international levels.

### Background information

*IPMA* started in September 1998 supported by the accountancy firm, PricewaterhouseCoopers, and smaller grants from ESSO, Corus and the University of Exeter. It is directed by Professor David Burghes and coordinated at *The Centre for Innovation in Mathematics Teaching (CIMT)* at the University of Exeter. Its aim was to monitor the mathematical progress of pupils during their years in Primary school and to make recommendations for good practice based on the following methodology:

- ♦ yearly cumulative testing, after a baseline test on entry to Primary school
- ♦ country, school and teacher questionnaires, and teacher and pupil interviews
- ♦ lesson observations of high and low performing classes (from value-added data)
- ♦ yearly meetings of country coordinators to discuss data, problems, teacher training and changes in national policies in education.

### Participating Countries

Brazil, China, Czech Republic, England, Estonia, Finland, Greece, Hungary, Ireland, Japan, Poland, Russia, Singapore, South Africa, Ukraine, USA, Vietnam

### Conclusions

Aspects such as starting age, resources, use of IT, curricula, teaching styles, supply cover, classroom assistants, inclusion and school management will be discussed. An interesting national comparison will be the mathematical progress made by pupils in English schools which are implementing the *Mathematics Enhancement Programme (MEP)* (see overleaf) and that made by pupils in a control group of schools which are following the Government's *National Numeracy Strategy (NNS)*. It was thought that *MEP* and the *NNS* had similar teaching philosophies but major differences have come to light.

### Monograph and DVDs

The country coordinators have contributed to a monograph on *IPMA* and have provided lesson clips of good practice for the accompanying DVDs, which will be invaluable in inservice and pre-service teacher training. The monograph and DVDs will be on display during the seminar and will be available during the conference. (Details overleaf)

*IPMA*: [www.ex.ac.uk/cimt/ipma/](http://www.ex.ac.uk/cimt/ipma/)

*MEP*: [www.intermep.org](http://www.intermep.org)