

ICMT5 - Program of Oral Communications (Parallel Sessions)

Tuesday, 17.6.2025 (15.00 - 17.00)

Parallel session 1 (room U201) Melih Turgut			Parallel session 2 (room U301) Hendrik Van Steenbrugge			Parallel session 3 (room L402) Farzad Radmehr		
Theme 1	1132	Exploring elementary school students' involvement in modifying learning resources Karin Alush	Theme 3	1143	Meta-resources as perceived by pre-service mathematics teachers in an intervention study on designing lessons on reasoning and proof Birgit Pepin	Theme 7	1153	Vocational Orientation in Primary School Mathematics Textbooks Robert von Hering
	1122	Designing a topic-centred teacher guide: A case study of quadratic equations Marcus Gustafsson		1125	Interactive and accessible? A first insight into the analysis of digital textbooks with regard to their current development status Maxim Brnic		1119	Investigating Exemplary Interdisciplinary Contents in Mathematics Textbooks: Cases from China and The United States Jietong Luo
	1121	How to design textbooks for promoting students' structural learning: exploration of designing bnup junior high school textbooks Fei Zhang		1140	Impact of Integrated STEM on Pre-Service Teachers' Math Learning Su Liang		1136	A comparative study of teacher positioning through curriculum materials in two educational systems Riku Sayuj
	1138	Analysis of the automated feedback types embedded in virtual mathematics teaching resource for t-matte in norway Solomon Tesfamicael		1151	Fractions and functions in Lithuanian mathematics textbooks Rimas Norvaiša		1158	Opportunity to develop critical thinking skills in Chinese and Singaporean 1st grade mathematics textbooks Danni Lin
	1117	Making mathematics connectionsa framework of "variation problems" in Chinese textbook Xuhua Sun	Theme 1	1111	Textbooks in a decolonized future where two 1s and one 2s total one 4s, and not three 3s Allan Tarp		1180	Learning geometry in two cultural contexts: What does examining textbooks tell us Andualem T. Gebremichael

Wednesday, 18.6.2025 (10.30 - 12.30)

Jeffrey Chopin			Takeshi Miyakawa			Jana Višňovská		
Theme 1	1168	Navigating stakeholder differences in a design-based research approach to collaborative development of interactive textbook questions Johannah L Crandall	Theme 4	1101	Norwegian mathematics teachers' use of resources in reasoning and proving Iveta Kohanová	Theme 8	1146	Definitions of quadrilaterals in Norwegian mathematics textbooks from 1930 to 1986 Bjørn Smestad
	1162	From curriculum to textbooks: Alignment and enrichment JeongSuk Pang		1137	Investigating Chinese teachers' curricular noticing through a project-based learning lesson study Chunxia Qi		1148	Tölvísi – number wisdom – a 19th century textbook Kristín Bjarnadóttir
	1165	Structural-oriented design of mathematics textbook Xiaomei Liu		1113	Teacher-textbook relationship: Interpreting and using mathematics textbooks by teachers Ayla Moulaz Carvalho		1159	Changes in problem contexts in middle school mathematics textbooks: A longitudinal comparative study of equation topics in China Mucheng Zhang
	1150	New directions in the design of curriculum resources for teaching geometry: The use of visual and analytic generalisations as didactical tools in teacher training Oleksiy Yevdokimov		1120	Bridging borders: Understanding Ukrainian teachers' interactions with foreign curriculum resources Maryna Rafalska	Theme 6	1164	Actualizing the Dutch legal curriculum for mathematics – impressions of proces and results Marc van Zanten
	1154	Translating words into symbols: Exploring opportunities in textbooks and student performance Deepak Basyal		1106	Bilingual materials for mathematics in Malta Marie Therese Farrugia		1172	Fidelity of Informal Inferential Reasoning Tasks in Middle Grade Textbooks Maryann Elizabeth Huey

Thursday, 19.6.2025 (10.30 - 12.30)

Jana Trgalová			Annalisa Cusi			Shai Olsher		
Theme 2	1124	Reconceptualizing Analysis of Tasks in Curriculum Materials Jeffrey Choppin	Theme 4	1155	Developing student teachers' documentation expertise for teaching mathematics in a Swedish context Hendrik Van Steenbrugge	Theme 7	1118	Gaps in reasoning and proving opportunities between expositions and exercises in lower secondary textbooks related to thales' theorem Mária Slavičková
	1166	Textbooks and didactic transposition analyses: Mathematical modelling in Norway and France Elsa Puchaczewski		1161	Analysing the impact of linguistic modifications on how students read and learn from mathematics textbooks Bethany Rose Woollacott		1131	Mathematical proofs in Japanese and Norwegian grade 5–9 textbooks Ole Nikolai Jåtun
	1142	Democratic competence in the context of high school: Reflections from integrative projects Fabio Luiz Borges Simas		1167	Influences on Teachers' Attending to Mathematics Textbooks: Patterns in Lesson Planning Anna Dailey		1147	How proof-related words are used in German and Japanese mathematics textbooks Takeshi Miyakawa
Theme 9	1145	Learning opportunities in YouTube resources: An intrinsic case study on linear transformations Melih Turgut		1177	Student-teacher interactions during geometry learning with e-textbooks Zainab Abdallah Saqer		1105	Analyzing arithmetic word problems in Lithuanian textbooks Ieva Kilienė
	1139	Generative AI-driven design and implementation of interdisciplinary curriculum resources: An exploratory case study on the "golden ratio" Qianhui Zhao		1109	The role of textbooks in primary mathematics education in Croatia: selection and use Ljerka Jukic Matic		1156	A longitudinal analysis and comparison of the characteristics of open-ended tasks in Chinese middle school textbooks Xinrong Yang

Friday, 20.6.2025 (10.30 - 12.30)

Alden Jack Edson			Sebastian Rezat		
Theme 2	1116	Cryptography, tasks, and cognitive demands Beatriz Fernanda Litoldo	Theme 4	1110	Students' use of different material resources for specific purposes in the process of learning mathematics Lea Stallmeister
	1163	Geometric Constructions in Textbooks Before and After Brazil's High School Reform Rúbia Barcelos Amaral		1182	Students voting with their feet? The effects of curriculum pacing guides Jennifer Lewis
	1171	From wonderland to the enchanted kingdom: The pedagogical potential of tasks in artificial contexts Gabriel Alves		1160	Use of resources and mathematics teachers' scheme in the case of an e-textbook design Ismael Almahdi
	1114	Analysing the authenticity of a U.S. statistics textbook Margaret Borden		1123	Using educative curriculum materials to support analysing mathematics teaching in deep and specific ways Kelly McKie
Theme 3	1127	Is less more: A workbook analysis? Lise Westaway		1126	Exploring effective problem-posing tools for teaching inquiry-based learning: Analyzing pre-service teachers' practice reports within an activity theory perspective Gresa Pozhegu-Ermeni