

 DPU  
AARHUS UNIVERSITET

**The relationship between theory and teaching practice is a long-standing challenge in the field of mathematics education research**

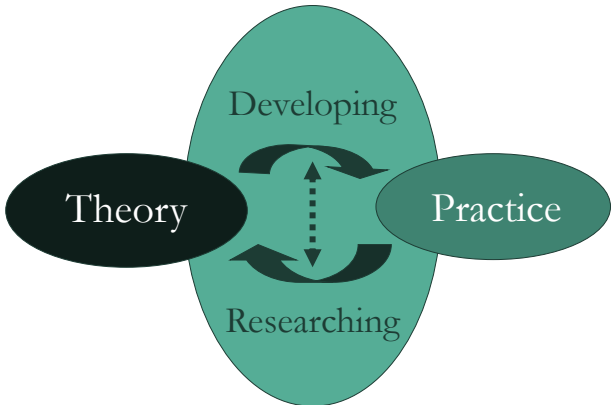


In other words, the didactical theory should be constructed and evaluated in relation to the needs and difficulties that appear in the instruction, i.e., in the practice of mathematics instruction. Thus, didactical theory, seen as systems of viewpoints, must include suggestions for strategies that can aid consideration of, as well as opposition to, the instructional needs and difficulties, which the theoretical “core” in question relates to.  
(Christiansen, 1990, p. 1)



Bent Christiansen (1921-1996)  
Professor at DLH now DPU 1960-1991  
Vice-president for ICMI 1975-1986  
<https://www.icmihistory.unito.it/portrait/christiansen.php#scien>

**Mathematics education research as a field for interplay between developing and researching practices of mathematics teaching**



166 participants from 12 countries

NCUM

- Norway: 71
- Denmark: 45
- Sweden: 28
- Iceland: 5
- Estonia: 4
- Germany: 3
- USA: 3
- Finland: 2
- UK: 2
- Lithuania: 1
- Canada:1
- Italy: 1



Percentages of participants in relation to a country's population:

- Iceland
- Norway
- Denmark
- Estonia
- Sweden

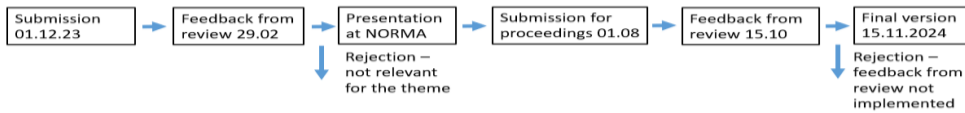
Number of accepted contributions

- Regular papers: 54
- Short communications: 25
- Posters: 13
- Working groups: 3
- Symposia: 0

75 % of the submitted regular papers are to be presented at Norma



## Review process for NORMA proceedings



The proceedings will include contributions from authors of regular papers, working group teams, plenary speakers and the panel debate team.

- (Re)submit papers by **August 1**
- Reviews and decisions by October 15
- Revised papers must be submitted by November 15
- All finally accepted papers will be handed over to publisher by December 1 and published digitally in the SMDF series


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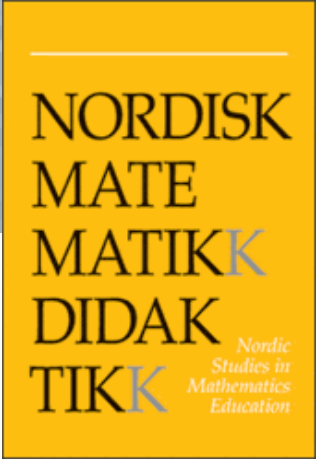
## Practicalites



- ❖ Toilets by the entrance to main hall and one floor down and up at same positions
- ❖ Servings in the morning and for the breaks are outside the main hall
- ❖ Two identical buffets for lunch in each end of the aula
- ❖ A disk with special diates – ask for service
- ❖ Plenum sessions are filmed and made availabel including slides at [www.matematikdidaktik.dk](http://www.matematikdidaktik.dk) after the conference
- ❖ Please be flexible in you choice of parallel sessions if sesessions are occopied
- ❖ Presenters and chairs, please keep the time!
- ❖ If you need any special arrangement for your session, please ask for help
- ❖ Wear your name badge at the conference and put it in the pink box at the closing
- ❖ Please help cleen up after sessions
- ❖ Internet: eduroam or AU-Guest

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# NOMAD

## Best paper award

2020 – 2022

Volume 24, 25, 26

GÖTEBORGS UNIVERSITET | Nationellt centrum för matematikutbildning

# Process



4 articles chosen by editors



Ranking by editorial committee

GÖTEBORGS UNIVERSITET | Nationellt centrum för matematikutbildning

# Articles in alphabetical order

Eriksson, I., Fred, J., Nordin, A.-K., Nyman, M. & Wettergren, S. (2021). Tasks, tools, and mediated actions – promoting collective theoretical work on algebraic expressions. *Nordic Studies in Mathematics Education*, 26(3-4), 29–52.

Jankvist, U. T. & Niss, M. (2020). Fostering an intimate interplay between research and practice: Danish "maths counsellors" for upper secondary school. *Nordic Studies in Mathematics Education*, 25 (2), 99–118.

Nieminen, J. H. (2020). Student conceptions of assessment accommodations in university mathematics: an analysis of power. *Nordic Studies in Mathematics Education*, 25 (3-4), 27–49.

Wedin, A. (2021). Languageing in mathematics classrooms – space for students’ varied language repertoires in the Language introduction program in Sweden. *Nordic Studies in Mathematics Education*, 26 (2), 67–85.

# And the winner is ...



Eriksson, I., Fred, J., Nordin, A.-K., Nyman, M. & Wettergren, S. (2021). Tasks, tools, and mediated actions – promoting collective theoretical work on algebraic expressions. *Nordic Studies in Mathematics Education*, 26(3-4), 29–52.

**A group of researchers at Stockholm University**

- Inger Erikson, Professor in education
- Jenny Fred, Licentiate and PhD student
- Anna-Karin Nordin, Licentiate and PhD student
- Martin Nyman, Licentiate and PhD student
- Sanna Wettergren, Dr.

# Welcome to the presentation of NOMAD on Thursday afternoon!

## Program for the opening

- ❖ Welcome at DPU by Head of department Helle Rørbech
- ❖ Welcome to NORMA 24 by the co-chairs  
Charlotte Krog Skott and Morten Blomhøj
- ❖ Presentation of NOMADs awards of best papers by  
Cecilia Kilhamn
- ❖ Two songs accompanied on piano by Birgitte Lundtoft



## Kringsatt av fiender - Nordahl Grieg (1936)

NC  
UM

1. Kringsatt av fiender,  
gå inn i din tid!  
Under en blodig storm -  
vi dig til strid!  
Kanske du spør i angst,  
udekket, åpen:  
hvad skal jeg kjempe med,  
hvad er mitt våpen?

2. Her er dit vern mot vold,  
her er dit sverd:  
troen på livet vårt,  
menneskets verd.  
For all vår fremtids skyld,  
søk det og dyrk det,  
dø om du må - men:  
øk det og styrk det!

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## Kringsatt av fiender - Nordahl Grieg (1936)

NC  
UM

3. Stilt går granatenes  
glidende bånd.  
Stans deres drift mot død,  
stans dem med ånd!  
Krig er forakt for liv.  
Fred er å skape.  
Kast dine krefter inn:  
døden skal tape!

4. Elsk og berik med drøm  
alt stort, som var,  
Gå mot det ukjente,  
fravrist det svar.  
Ubygde kraftverker,  
ukjente stjerner -  
skap dem, med skånet livs  
dristige hjerner.

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### Kringsatt av fiender - Nordahl Grieg (1936)

5. Edelt er mennesket,  
jorden er rik!  
Finnes her nød og sult,  
skyldes det svik.  
Knus det! I livets navn  
skal urett falle.  
Solskinn og brød og ånd  
eies av alle.

6. Da synker våpnene  
maktesløst ned.  
Skaper vi menneskeverd  
skaper vi fred.  
Den, som med høire arm  
bærer en byrde,  
dyr og umistelig,  
kan ikke myrde.

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### Kringsatt av fiender - Nordahl Grieg (1936)

7. Dette er løftet vårt  
fra bror til bror:  
vi vil bli gode mot  
menskenes jord.  
Vi vil ta vare på  
skjønnheten, varmen -  
som om vi bar et barn  
varsomt på armen!

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Here Comes the Sun – Beatles (1969)



Here comes the sun, doo-doo-doo-doo  
Here comes the sun, and I say  
It's alright  
Little darlin', it's been a long, cold, lonely winter  
Little darlin', it feels like years since it's been here  
Here comes the sun, doo-doo-doo-doo  
Here comes the sun, and I say  
It's alright  
Little darlin', the smile's returning to their faces  
Little darlin', it seems like years since it's been here  
Here comes the sun  
Here comes the sun, and I say  
It's alright

Here Comes the Sun – Beatles (1969)



Sun, sun, sun, here it comes  
Sun, sun, sun, here it comes  
Sun, sun, sun, here it comes  
Sun, sun, sun, here it comes  
Sun, sun, sun, here it comes  
Little darlin', I feel that ice is slowly melting  
Little darlin', it seems like years since it's been clear  
Here comes the sun, doo-doo-doo-doo  
Here comes the sun, and I say  
It's alright  
Here comes the sun, doo-doo-doo-doo  
Here comes the sun  
It's alright  
It's alright

Enjoy the conference

NORMA 24

and contribute to its success!

