

Author (s) Institution	Title
iJMEST	
Tracy S. Craig University of Cape Town, South Africa	Challenging assumptions of notational transparency: the case of vectors in engineering mathematics:
Philip Brown Texas A&M University, Galveston	Approximations of e and pi: an exploration
Deborah King University of Melbourne, Melbourne, Australia Cristina Varsavsky Monash University, Melbourne, Australia Shaun Belward James Cook University, Townsville, Australia Kelly Matthews University of Queensland, Brisbane, Australia	Investigating Students' Perceptions of Graduate Learning Outcomes in Mathematics
Gail Tang University of La Verne, La Verne, USA Houssein El Turkey University of New Haven, New Haven, USA Emily Cilli-Turner University of Washington, Tacoma, USA Milos Savic University of Oklahoma, Norman, USA Gulden Karakok Speaker University of Northern Colorado, Greeley, USA David Plaxco University of Oklahoma, Norman, USA	Inquiry as an Entry Point to Equity in the Classroom
Harry Wiggins Ansie Harding Johann Engelbrecht University of Pretoria, Pretoria, South Africa	Student Enrichment in Mathematics: A Case Study with First Year University Students
Sepideh Stewart University of Oklahoma, USA	Accommodation in the formal world of mathematical thinking

FULL PAPERS	
Dora Silvia Maglione Fabiana Saldivia Universidad Nacional de la Patagonia Austral, Unidad Académica Río Gallegos, Argentina	Knowledge amplifiers and cognitive reorganizers, two realities present in the use of technological tools in the mathematical classes in the city of Rio Gallegos
Cosette Crisan Melissa Rodd UCL Institute of Education, University College London, London, UK	Designing a short course for graduate teaching assistants (GTAs) in mathematics: principles and practice

<p>Aline Silva de Bona Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul, Osório, Brazil Marcus Vinicius de Azevedo Basso Departamento de Matemática Pura e Aplicada, Universidade Federal do Rio grande do Sul, Porto Alegre, Brazil</p>	<p>The investigative teaching practice motivating the student's autonomous learning process</p>
<p>Luisa Rodriguez Doering Vanessa de Azeredo Abreu Elisabete Zardo Búrigo Departamento de Matemática Pura e Aplicada, Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil</p>	<p>Conceptions of function in a first Calculus course: an APOS theory based study</p>
<p>Victor Martinez-Luaces FJR-Fing, UdelaR, Montevideo, Uruguay</p>	<p>Analysis of undergraduates' works on an inverse modelling problem within the frame of mathematical working spaces</p>
<p>Kevin McLeod Alexa Schut University of Wisconsin-Milwaukee, Milwaukee, USA</p>	<p>The Effect of Using Simulations on Students' Learning of Inferential Statistics in an Elementary Statistics Class in the Mathematical Sciences Department of the University of Wisconsin-Milwaukee</p>
<p>Megan Wawro Mathematics Department, Virginia Tech, Blacksburg, VA, USA Michelle Zandieh Department of Applied Sciences and Mathematics, College of Technology and Innovation, Arizona State University, Mesa, AZ, USA David Plaxco Mathematics Department, Clayton State University, Morrow, GA, USA</p>	<p>An Inquiry-Oriented Approach to a Guided Reinvention of Eigen theory</p>
<p>David Easdown School of Mathematics and Statistics, University of Sydney, Sydney, Australia Ruth Corran Department of Mathematics, American University of Paris, Paris, France Brad Roberts School of Mathematics and Statistics, University of Sydney, Sydney, Australia</p>	<p>A novel approach to mathematics examination design and Marking</p>
<p>Greg Oates School of Education, University of Tasmania, Launceston, Australia; Robyn Reaburn School of Education, University of Tasmania, Launceston, Australia; Michael Brideson School of Physical Sciences, University of Tasmania, Hobart, Australia Kumudini Dharmasada</p>	<p>Understanding of Limits and Differentiation as Threshold Concepts in a First-Year Mathematics Course</p>

School of Physical Sciences, University of Tasmania, Hobart, Australia	
Clarice Favaretto Salvador Instituto de Ciências Exatas e Tecnológicas, UNIP; Campinas, SP, Brasil	The need for new attitudes in the teaching – and the learning! – of a relevant Linear Algebra in undergraduate levels
Débora da Silva Soares Guilherme Vier Department of Pure and Applied Mathematics, Federal University of Rio Grande do Sul, Porto Alegre, Brazil.	Students' dialogues in the study of Definite Integral based on the analysis of a physical model with technology
Matthias Kawski School of Mathematical & Statistical Sciences, Arizona State University, USA	Math Circles for all Ages: From Navajo Math to the Research University
Diana Quinn Teaching Innovation Unit, University of South Australia, Australia Bronwyn Hajek School of Information, Technology and Mathematical Sciences, University of South Australia, Australia Jorge Aarão School of Information, Technology and Mathematical Sciences, University of South Australia, Australia	First Year Engineering Mathematics: What's the Optimal Blend?

ORAL COMMUNICATIONS

Fransonet Reyneke Lizelle Fletcher Ansie Harding University of Pretoria, South Africa	Evaluating the effectiveness of clickers to optimize performance in a Statistics 100 course
Jeff Nijse Auckland University of Technology, Auckland, New Zealand	Smart Physics: Teaching physics with smart-carts and smart-phones
Lynette Bester Mandindi, T. Walter Sisulu University, South Africa	The impact of mathematics software remediation in mathematics for engineering students at a university in the Eastern Cape Province of South Africa
R. Nazim Khan University of Western Australia, Perth, Australia	Attendance: The mismatch between academics and students. Who is right?
Pragashni Padayachee Centre for Educational Assessment for Access and Placement, Centre for Higher Education Development, University of Cape Town, Cape Town, South Africa Hermien Johannes Centre for Teaching, Learning and Media, Nelson Mandela University, Porth Elizabeth, South Africa	Student Experience informs a supportive-environment framework for online assessment in Moodle

Shirley Wagner-Welsh Department of Mathematics, Nelson Mandela University, Porth Elizabeth, South Africa	
Emilie Hancock University of Northern Colorado, Greeley, USA	Promoting Metacognition as a Habit of Mind in Undergraduate Classroom Communities
Cami Sawyer Massey University, New Zealand	Engaging Distance Students
Marc Habbema SOWISO - E-learning for Math & Science, Netherlands	SOWISO, a new integrated learning environment for undergraduate mathematics
Phil Kane The University of Auckland - New Zealand	Mathematical failure(s) of bridging students and the impact(s) on their progress and affect
Rachel Passmore University of Auckland, New Zealand	Nurturing mathematical creativity and curiosity in Foundation Mathematics students
Márcia Jussara Hepp Rehfeldt Ieda Maria Gingo Marli Teresinha Quartieri Universidade do vale do Taquari – UNIVATES	The exploitation of videos in teacher training
Anita Campbell University of Cape Town, Cape Town, South Africa	Helping students overcome failure by developing 'growth mindsets'
Anne D'Arcy-Warmington Heather Lonsdale Department of Mathematics and Statistics, Curtin University, Perth, Australia	Creating a Confident Competent Questioning Culture
Andréa Pavan Perin Maria Lúcia Lorenzetti Wodewotzki Universidade Estadual Paulista "Júlio de Mesquita Filho", Rio Claro, Brazil	Contributions of the Mathematical Modeling to the development of Statistical Literacy of students from a graduate technology course
Romildo Pereira da Cruz Marli Teresinha Quartieri Italo Gabriel Neide Maria Madalena Dullius Amanda Gabriele Rauber Universidade do Vale do Taquari – UNIVATES, Lajeado, Brazil	The geogebra software as a tool in the teaching of trigonometrical functions
Auriluci de Carvalho Figueiredo Michel da Costa Universidade Metropolitana de Santos – UNIMES, Santos, Brazil	Perspectives in Teaching Statistics in a Pedagogy Course in DE
Zaida Margot Santa Ramírez Tecnológico de Antioquia - Institución Universitaria, Medellín, Colombia Carlos Mario Jaramillo López Universidad de Antioquia, Medellín, Colombia	Humans-with-media: the case of teachers'-information-with-paper-folding collective ¹
Barbara Miller-Reilly University of Auckland, Auckland, New Zealand Charles O'Brien Business consultant, Auckland, New Zealand	A tale of two journeys

Hermien Johannes Simon Goldstone Shaun Meyer Koshala Terblanche Nelson Mandela University, Porth Elizabeth, South Africa	#FeesMustFall: Changing the landscape of e-Assessment
Belinda Huntley University of South Africa – UNISA, Pretoria, South Africa Jeff Waldock Sheffield Hallam University, Sheffield, UK Andrew Middleton Sheffield Hallam University, Sheffield, UK	Using virtual and physical learning spaces to develop a successful mathematical learning community, both for on-site and distance provision.
Héctor Fernando Gómez Ramón Ronzón Universidad del Caribe, Mexico	A Web Application to Support the Continuing Learning of Elementary Mathematics
Claire Blackman Dept of Maths and Applied Maths, University of Cape Town, Cape Town, South Africa	Just take a breath: bringing mindfulness into large classrooms
Jeannette Galleguillos Universidad de Valparaíso, Chile Marcelo de Carvalho Borba Universidade Estadual Paulista “Júlio de Mesquita Filho”, Rio Claro, Brazil	How the Internet act on the mathematical modeling online
Liliane Xavier Neves Universidade Estadual de Santa Cruz Marcelo de Carvalho Borba Universidade Estadual Paulista “Júlio de Mesquita Filho”, Rio Claro, Brazil	Multiple representations in the study of analytic geometry: production of videos in the distance learning mathematics
Yuriko Yamamoto Baldin Universidade Federal de São Carlos, Brazil Masami Isoda University of Tsukuba, Japan Raimundo Olfos Pontificia Universidad Católica de Valparaíso, Chile Soledad Estrella Pontificia Universidad Católica de Valparaíso, Chile	A cross-border STEM class on the theme of Energy to enhance the statistics education at the level of 6th grade of basic school curriculum of mathematics.
Lizelle Fletcher Department of Statistics, University of Pretoria, South Africa	Predicting Second Year Mathematics Success using Statistical Models
Pedro Vicente Esteban Duarte Universidad EAFIT, Medellín, Colombia Leidy Johana Escobar Durango Universidad EAFIT, Medellín, Colombia Luz Stella Mejía Aristizábal Universidad de Antioquia, Medellín, Colombia	Teaching Differential Calculus in an Active Learning Environment

POSTERS

Cassio Cristiano Giordano Pontificia Universidade Católica de São Paulo	Statistical Literacy and projects
Elise Candida Dente, Márcia Jussara Hepp Rehfeldt	Exploring dolls clothing area through mathematical modeling

<p>Marli Teresinha Quartieri Universidade do Vale do Taquari – UNIVATES, Lajeado, Brazil</p>	
<p>André Nagamine Universidade Estadual do Sudoeste da Bahia, Brazil Camila Macedo Lima Nagamine Universidade Estadual do Sudoeste da Bahia, Brazil Rosane Leite Funato Universidade Estadual de Santa Cruz</p>	<p>Selected calculus topics: a dynamic approach using Geogebra</p>
<p>Camila Macedo Lima Nagamine Universidade Estadual do Sudoeste da Bahia, Brazil Rosane Leite Funato Universidade Estadual de Santa Cruz, Brazil Liliane Xavier Neves Universidade Estadual de Santa Cruz, Brazil Joedson deJesus Santana Universidade Estadual de Santa Cruz, Brazil André Nagamine Universidade Estadual do Sudoeste da Bahia, Brazil</p>	<p>Building graphics of two-variable functions using sliceforms</p>
<p>Polyane Alves Santos Instituto Federal de Educação, Ciência e Tecnologia da Bahia – IFBA, Brazil Ada Ruth Bertoti Instituto Federal de Educação, Ciência e Tecnologia da Bahia – IFBA, Brazil Edson Viana Instituto Federal de Educação, Ciência e Tecnologia da Bahia – IFBA, Brazil Lara de Oliveira Carvalho, Instituto Federal de Educação, Ciência e Tecnologia da Bahia – IFBA, Brazil Manoel Messias Coutinho Meira Instituto Federal de Educação, Ciência e Tecnologia da Bahia – IFBA, Brazil Camila Macedo Lima Nagamine Universidade Estadual do Sudoeste da Bahia, Brazil</p>	<p>Promateca: proposal of intervention for differential and integral calculus and AVGA deficiencies through video production</p>
<p>Geovana Luiza Kliemann Maria Madalena Dullius Amanda Gabriele Rauber Romildo Pereira da Cruz Universidade do Vale do Taquari –UNIVATES, Lajeado, Brazil</p>	<p>Teaching internship: a significant experience</p>
<p>Amanda Coqueiro Silva Edson Viana Carvalho Lara de Oliveira Carvalho Lorena Lima Ferraz Manoel Messias Coutinho Meira Ricardo da Silva Reis Polyane Alves Santos Instituto Federal de Educação, Ciência e Tecnologia da Bahia – IFBA, Brazil</p>	<p>A report on the MATECA course and its impact at the federal institute of Bahia - campus Vitória da Conquista</p>

<p>Marjúnia Édita Zimmer Klein Universidade do Vale do Rio dos Sinos - UNISINOS, Brazil. José Cláudio Del Pino Universidade do Vale do Taquari – UNIVATES, Brazil.</p>	<p>Analysis of resolutions provided by engineering course students for the problems proposed, a meaningful view</p>
<p>Vanessa Oechsler Federal Institute of Santa Catarina, Gaspar, Brazil. Marcelo de Carvalho Borba Universidade Estadual Paulista “Júlio de Mesquita Filho”, Rio Claro, Brazil</p>	<p>Production of videos with Mathematical content: a look through social semiotics</p>
<p>Edson Patricio Barreto de Almeida Polyane Alves Santos Lorena Correia Rodrigues da Rocha Kaique Brito Moreira Sílvia Maria Nascimento Carvalho Lara de Oliveira Carvalho Manoel Messias Coutinho Meira Instituto Federal da Bahia, Brazil</p>	<p>Algebrando engenharias: a new pedagogical tool to aid engineering students in linear algebra</p>
<p>Lidermir de Souza Arruda Wenden Charles de Souza Rodrigues Salete Maria Chalub Bandeira Federal University of Acre – UFAC, Brazil</p>	<p>Virtual mathematics and teacher training: use of information and communication technologies in public spaces.</p>
<p>Leanne J. Rylands Donald Shearman Western Sydney University, Sydney, Australia</p>	<p>A tale of two diagnostic tests</p>
<p>Marcelo Batista de Souza Mathematics Department, Federal University of Roraima, Boa Vista, Brazil Marcelo de Carvalho Borba Department of Mathematics Education, State University of São Paulo "Júlio de Mesquita Filho", Rio Claro, Brazil</p>	<p>Stimulating the Production of Digital Artifacts about Analytical Geometry Contents</p>