

KUPM 2014		THURSDAY, 21. 8. 2014					
Hotel Toplice/ Večnamenska dvorana							
8.00–9.00	Registration						
Chair	mag. Mojca Suban						
9.00–9.45	Introduction						
9.45–10.45	Plenary lecture: <b>dr. Nina Pavlin-Bernardić</b> Motivation for learning mathematics: How to show students that mathematics is interesting, useful and important?						
10.45–11.15	Break						
11.15–12.15	Plenary lecture: <b>dr. Damjan Kobal</b> Mathematics between knowing and understanding						
12.15–13.45	Break						
Lecture Room	Hotel Toplice	Hotel Čatež		Hotel Terme			
	Večnamenska dvorana	Rdeča dvorana	Salon III	Velika konferenčna dvorana	Konferenčna dvorana A	Konferenčna dvorana B	Velika sejna soba
Chair	S. Mršnik	M. Sirnik	A. Bačnik	A. Lipovec	S. Kmetič	S. Rajh	
13.45–15.00	<p><b>S. Mršnik, L. Novak:</b> Self-reflective thinking and formative assessment in problem solving</p> <p><b>T. Miholič:</b> Evolution of an assessment process</p> <p><b>B. Oder:</b> Formative assessment in third grade Mathematics</p>	<p><b>H. Bezgovšek Vodušek:</b> Geometric concepts are figural concepts</p> <p><b>M. Sirnik, M. Suban:</b> Geometry Concept of Angle in Slovenian and Foreign Literature</p> <p><b>M. Pev:</b> Teaching and learning area of a triangle with tablet computers</p>	<p><b>N. Baranovič:</b> Learning based on reading comprehension</p> <p><b>C. Rojko, A. L. Guerrero:</b> The System of Basic Mathematical Education in Mexico</p> <p><b>J. Radolli:</b> Comparing secondary and primary school students' Mathematics knowledge by using TIMSS research</p>	<p><b>M. Štraus:</b> Comparison of Mathematical Literacy Levels between Paper and Computer Based Assessments in PISA 2012</p> <p><b>A. Lipovec, J. Zmazek, V. Lah:</b> Interactive textbooks for Z generation</p> <p><b>M. Guid in drugi:</b> Introducing an Intelligent Tutoring Systems for Teaching Mathematics into Slovenian School System</p>	<p><b>N. Markun Puhan, S. Kmetič:</b> Can mathematical knowledge help Understanding of physical activities</p> <p><b>R. Flander, K. Tadič:</b> Data analysis in science</p> <p><b>A. Vadnjal:</b> Knowledge integration and giving sense to Mathematic classes stimulating an active role of students</p> <p><b>B. Mahnič:</b> Klimogram in the 7 th class</p>	<p><b>D. Gerksič Blatnik:</b> Use of the e-learning environment (moodle) for teaching mathematics on part-time study</p> <p><b>K. Živko Pal, M. Jug Skledar:</b> Why does not the third chocolate bar taste the same as the first?</p> <p><b>V. Parkelj:</b> Mathematics can be in an open curriculum as well</p> <p><b>A. Oberwalder Zupanc:</b> Mathematics saves lives</p> <p><b>P. Mrzdovnik:</b> Primary school students against secondary school students in decimal numbers</p>	<p><i>Workshop</i></p> <p><b>A. Sambolić Beganovič:</b> Towards more quality i-materials for Mathematics used on interactive whiteboards</p>

15.00–15.15	Break						
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Chair	N. Nedeljko	M. Sirnik	V. Vršič	A. Sambolić Beganović	S. Kmetič		
15.15–16.15	<p><b>S. Repolusk, N. Koprivšek:</b> Pretests in the Mathematics Classroom</p> <p><b>N. Nedeljko:</b> Homework – teacher's dilemma</p> <p><b>B. Gramc:</b> Monitoring homework</p>	<p><b>N. Berložnik:</b> Project learning in 8th and 9th class of Primary School</p> <p><b>V. Mlakar:</b> Cross-Curricular Connections and Formative Assessment</p> <p><b>A. Jurančič:</b> Inclusion example of mathematical topics in an international project</p> <p><b>A. Jurančič:</b> Multiple Intelligences in Maths</p>	<p><b>G. Kverh Žgur, T. Bizjak:</b> Use of fingers with numbers up to 20</p> <p><b>M. Stergar:</b> Addition and subtraction by bridging through ten</p> <p><b>T. Jerončič:</b> Problem-solving in mathematics teaching in the second grade of primary school for everyone</p> <p><b>F. Klančnik:</b> An example of problem-based teaching in a multi-age class</p>	<p><b>S. Pustavrh:</b> From green table to tablets</p> <p><b>A. Pečovnik Mencinger:</b> What do scenarios, tablets and Math have in common?</p> <p><b>A. Grahor:</b> Video clips as support for learning mathematics</p>	<p><b>K. Kmetec, R. Jordan:</b> With knowledge to America – for more knowledge</p> <p><b>N. Jerebica:</b> Conic sections - Cross-curricula connection with English</p> <p><b>I. Olenik :</b> The English measurement system - Interdisciplinary teaching</p> <p><b>E. Rudolf, M.J. Ipavic:</b> With Math and Colour Creative to Harmony</p>	<p><i>Workshop</i></p> <p><b>G. Dolinar in drugi:</b> Amendment of the written part of the vocational matura of mathematics</p>	
16.15–16.45	Break						
	Hotel Toplice/ Večnamenska dvorana						
16.45–17.45	<p>Round table on the occasion of the 20th annual publication of the magazine: <b>Mathematics in School for the last 20 years</b></p> <p>Chair: mag. Marija Lesjak Reichenberg</p> <p>Participants: dr. Darjo Felda, dr. Zlatan Magajna, Jerneja Bone, Simona Vozelj, Simona Vreš</p>						
17.45–18.00	Break						
Chair	mag. Mojca Suban						
18.00–18.20	Plenary lecture: <b>Jerneja Bone</b> How can Scientix help mathematics teachers?						
18.20–19.00	Plenary lecture: <b>dr. Ivan Leban</b> Hidden Mathematics in Crystallography						

KUPM 2014				FRIDAY, 22. 8. 2014			
Hotel Toplice/ Večnamenska dvorana							
8.00–9.00	Registration						
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	Večnamenska dvorana	Rdeča dvorana	Salon III	Velika konferenčna dvorana	Konferenčna dvorana A	Konferenčna dvorana B	Velika sejna soba
Chair	M. Sirknik	S. Rajh	V. Vršič			L. Željko	A. Lipovec
9.00–10.30	<p><b>A. Žakelj:</b> The importance of alternative presentations of the problem for learning through understanding</p> <p><b>J. Senekovič:</b> Patterns in 7th grade</p> <p><b>S. Kmetič, T. Miholič, V. Zobec:</b> To the triangle's altitude using different paths</p>	<p><b>P. Mladinič:</b> What they have in common: Leon Battista Alberti, the Renaissance and the modern era and mathematics</p> <p><b>Z. Lobor:</b> Space visualization in IPA project</p> <p><b>A. Miklavčič-Jenič, H. Jordan:</b> What do a cylinder and a tree have in common</p> <p><b>K. Udovč, A. Petrovič:</b> The production of multimedia materials for Mathematics</p>	<p><b>V. Vršič:</b> A calculation method - discrepancy between the implementation, expectations and assessment</p> <p><b>D. Kozoderc, K. Čadež, P. Čuk Kozoderc:</b> Development of basic numerical concept for children with Numicon</p> <p><b>D. Škamlec:</b> Teaching subtraction through different strategies</p> <p><b>M. Močnik, A. Podbrežnik:</b> Mathematical literacy and mathematical problems</p>	<p><i>Sponsorship workshop</i></p> <p><b>A. Celcar, A. Cencelj:</b> Interactive teaching of mathematics by using SMART Notebook tools</p>	<p><i>Workshop</i></p> <p><b>J. Bone, A. Sambolič Beganovič:</b> Interactive materials on the Scinetix portal- what do we expect?</p>	<p><i>Workshop</i></p> <p><b>A. Herremans:</b> Paper roll mathematics in the classroom</p>	<p><b>A. Mastnak:</b> Prospective mathematics teachers' conceptions of informal formative assessment</p> <p><b>M. Podgoršek:</b> How are future primary school teachers teaching mathematics?</p> <p><b>R. Šepulj:</b> Parents' opinions on advisability of introducing mathematical content in kindergarten</p>
10.30–11.00	Break						
Hotel Toplice/ Večnamenska dvorana							
Chair	mag. Mojca Suban						
11.00–12.00	Plenary lecture: <b>Norman Emerson</b> Using Assessment for Learning Strategies in the Mathematics Classroom						
12.00–13.00	Plenary lecture: <b>dr. Tatjana Hodnik Čadež</b> Teaching primary mathematics in the light of contemporary research						
13.00–14.30	Break						

14.30–15.30	Plenary lecture: <b>dr. Željka Milin Šipuš</b> How do pupils understand and apply line graphs in mathematics and physics?						
15.30–16.30	Plenary lecture: <b>dr. Zlatan Magajna</b> Technology and the learning of mathematics						
16.30 – 17.00	Break						
Lecture Room	Hotel Toplice	Hotel Čatež		Hotel Terme			
	Večnamenska dvorana	Rdeča dvorana	Salon III	Velika konferenčna dvorana	Konferenčna dvorana A	Konferenčna dvorana B	Velika sejna soba
Chair	M. Suban	L. Novak	M. Dolinar	J. Bone	M. Jerman	S. Pustavrh	S. Rajh
17.00–18.00	<p><b>K. Ferjančič:</b> Innovative approaches to teaching mathematics through the applications in the natural sciences, social sciences and the arts</p> <p><b>A. Herremans:</b> An initiative to stimulate research competences in math</p> <p><b>B. Kuzman:</b> Encouraging mathematically gifted students at MARS summer camp</p>	<p><i>Repeated lectures</i></p> <p><b>H. Bezgovšek</b> <b>Vodušek:</b> Geometric concepts are figural concepts</p> <p><b>S. Mršnik, L. Novak:</b> Self-reflective thinking and formative assessment in problem solving</p>	<p><b>M. Pisk:</b> What about measurement</p> <p><b>V. Kocjančič Kuhar:</b> Connecting traffic content with mathematics</p> <p><b>P. Mlinar:</b> Help! I'm getting an interactive whiteboard</p> <p><b>A. Cencelj:</b> Problems with independent math learning with internet</p> <p><b>B. Novak:</b> Presentation of products /tools</p> <p><b>K. Udovč:</b> Presentation of products /tools</p>	<p><b>I. Kravanja Šorli, T. Božič Geč:</b> Successful Coping Strategies of Pupils with Learning Difficulties</p> <p><b>M. M. Ambruš:</b> I teach a child with special needs and he teaches me</p> <p><b>M. Narat:</b> Advantages of formative assessment in mathematics when i-table is used</p> <p><b>T. Balantič :</b> Reading comprehension strategies and iBoard in Maths lessons</p> <p><b>N. Poljanc, P. Meglič, A. Rener:</b> Percents in Sport</p>	<p><b>J. Žerovnik:</b> Are basic notions worth revision?</p> <p><b>Ž. Zorič:</b> Project in mathematics</p> <p><b>M. Tomšič:</b> Dynamics of learning propositional logic</p>	<p><b>A. Drobnič Vidic:</b> Process of mathematization in tertiary science education naravoslovja</p> <p><b>M. Stiplovšek:</b> Connecting mathematics and physics in grammar school – physics teacher views and experience</p> <p><b>S. Buček:</b> Financial mathematics for gifted pupils</p>	<p><b>V. Osterc:</b> Internal differentiation by summing up to 20 in 1st grade at primary school</p> <p><b>M. Omahen:</b> Didactic materials for math in the first cycle of primary education</p> <p><b>A. Smole, S. Strgar:</b> Learning to learn (math)</p> <p><b>A. Smole, S. Strgar:</b> Refreshing knowledge through playing games</p> <p><b>M. Janc:</b> Use of Modern Technology in Mathematics Education</p> <p><b>N. Zrim:</b> Oh no – homework again</p> <p><b>N. Belec:</b> Collaborative learning for revision of Maths</p>
18.00–18.15	Break						
	Hotel Toplice/ Večnamenska dvorana						
Chair	mag. Mojca Suban						
18.15–19.00	Overview of the KUPM 2014 and future planes						