



Future of the FYiMaths Network

We are still here! While the OLT project has now officially finished, the FYiMaths network is set to continue with our website, workshops and presentations at conferences. We are currently investigating funding options to sustain the network in the long term.

In 2015 we would like to help develop local chapters of the network in each state capital. These groups could provide more frequent opportunities for members to meet at a local level. If you are interested in starting a group and would like assistance to organise a meeting and invite participants, please get in touch with [Joann](#).

A FYiMaths group has already met in Perth, organised by Heather Lonsdale of Curtin University. The group met in January this year, with 18 people attending the meeting. The group included academics from all WA universities, from both mathematics and education departments, and some local secondary teachers. This was the first of what is hoped to become a regular occurrence. If you are in WA and interested in joining contact Heather Lonsdale (heather.lonsdale@curtin.edu.au)

Progress on assumed knowledge in maths

It has been just over a year since the *National Forum on assumed knowledge in maths* at the University of Sydney. The forum raised awareness of the many consequences of assumed knowledge entry standards for students and institutions through [media coverage](#) and [articles](#), and later in the year with issue of a [communiqué to the Minister for Education](#).

We have continued to campaign on this issue:

- Invited presentation to the Annual General Meeting of the Australian Council of Deans of Science
- Deb King and John Rice (Director of the Australian Council of Deans of Science) met with Universities Australia – more to follow
- Deb King and John Rice made submission to TEQSA Higher Education Standards committee.
 - One of the outcomes has been the inclusion of new wording in the [revised Higher Education Standards Framework](#) that reflects the need for clearer information for students (7.2.2a) and for universities to ensure students have adequate knowledge to undertake courses (1.1.1). ([For comparison of old and new wording see this document.](#)) This framework has been submitted to the Minister for Education (December 2014) for consideration.

The contributions of participants and presenters at the *National Forum on assumed knowledge: its broad impact on tertiary STEM programs* in February 2014 provided valuable evidence for these representations. While the framework is not yet approved and it is not clear how it would be enforced by TEQSA, it will have implications for the way universities provide information, assess and admit students based on their assumed knowledge in mathematics.

Efforts to raise awareness of this issue are continuing and we will keep you posted of any further developments. In the meantime, if you have any more information or data that would support the campaign, please contact us.

FYiMaths Workshop

We will be holding a workshop in June/July and seek your input to the most appropriate date. [Go to our survey](#) to register your interest and availability. Thanks to those who have already responded, the survey has been extended until 12 noon **Monday 13th April**.

Conferences

The conferences listing on our website has been updated with [new links](#) to international conferences.

Key conferences coming up.....

[AustMS Meeting @ Flinders University 28 Sept-2 October - Mathematics Education Special Session](#)

Abstracts for presentations invited now.

Deb King and Joann Cattlin are organising the Mathematics Education special session again this year, along with Amie Albrecht (University of South Australia). Abstracts for presentations should be submitted by 31 May 2015. See our [website for more details](#).

Australian Conference on Science and Mathematics Education, Curtin University, Perth. 30 September – 2 October.

The discipline day will be on Friday 2 October 2015. More information to follow.

[12th Annual Conference of the International Society for Scholarship of Teaching and Learning \(ISSOTL\). 27-30 October 2015. RMIT, Melbourne.](#)

The conference theme, *Leading Learning and the Scholarship of Change*, will explore how teaching staff and students in universities can lead quality learning and teaching practice as we move inevitably towards more changes in higher education. You will be able to interact with colleagues and build networks that will enable you to participate actively in the distributed leadership of the academy. Call for papers is now open.

[Elephant Delta – The Tenth Southern Hemisphere Conference on the Teaching and Learning of Undergraduate Mathematics and Statistics, 22 – 27 November 2015, Port Elizabeth, South Africa.](#)

The submission dates for papers are available [here](#). The Delta conferences began in 1997 with a conference in Brisbane, Australia, and are held every two years. The conferences have been held in South Africa, Australia, New Zealand and Argentina. The Delta conferences attract an international audience of academics interested in mathematics and statistics education, including disciplinary specialists, education theorists and tertiary education practitioners across the sciences and engineering.

We regularly update our conferences list on the [website](#), which also includes relevant workshops and seminars. If you would like to advertise an event, please send us the details.

Members Activities

We would like to circulate information in the newsletter and on the website about network members' activities. These could include conference presentations, seminars, articles published, books, awards and grants. Just send us the details and a paragraph of background information and we will post it on our site on a new Member Activities page.

To kick this off, we would like to congratulate Network member **Lito Cruz (Monash University)** on publication of his book [Theoremus: A Student's Guide to Math Proofs](#).

'This textbook aims to teach mathematics students the art of proving theorems. Using a simple approach, it will provide them the mechanics to solve challenging proof exercises. Students are first taught to be sensitive to fallacious claims so they could form valid assertions. The book shows the proper use of logic and its deduction rules. It is an effective tool for improving students' skills in formulating sound mathematical arguments.

I often teach Theory of Computing, a core subject for students majoring in computer science. In this subject, the student is asked to prove mathematical statements. Each semester I teach it, I never fail to see majority of students struggle with this task. Many students stumble in the art of theorem proving because they lacked the skill in forming sound mathematical deductions. These students inspired me to write this book; it is for the student who will likely encounter the requirement to prove theorems in his/her student career.' Lito Cruz

If you would like more information about the book contact Lito at lito.cruz@monash.edu

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