



Ph.d. forsvar:

Den 3. maj 2007 forsvarede Sikunder Ali Baber sin afhandling ved Institut for læring, Aalborg Universitet.

Interplay of Citizenship, Education and Mathematics: Formation of Foregrounds of Pakistani Immigrants in Denmark

Sikunder Ali Baber, Department of Education, Learning and Philosophy, Aalborg University

Abstract: The aim of the project is to understand the complexity of lifeworld of Pakistani immigrants in Denmark especially how they relate their future aspiration as part of their foregrounds to their cultural backgrounds having routes in Pakistan within the conditions of modern society such as Denmark. In this connection one can view access both to education, as part of social movement, and mathematics, as a tool for planning future, is playing role in the formation of foregrounds of the immigrants. Here an attempt has been made to explore the importance of education and mathematics education within the lifeworld of these Pakistani immigrants in advance society such as Denmark. Here I have presented analysis of three cases of the migrants families from Pakistan and had demonstrated how they have been engaged in perceiving and making their living within the Danish nation-state context specially how their lives are being transformed as an effect of 9/11 scenario. Globalization is affecting lives of the people around the globe on domains such as economic, social, political and cultural. Denmark is also getting affected by the processes of globalization. Here the processes of globalization have been looked at in relation to the risk society proposed by Ulrich Beck (1998;2000) as these constructs will provide conceptual richness in tackling the complexities related to notion of citizenship vis-à-vis immigrants in Denmark. An explicit attention has been paid to the notion of power (e.g. Foucault, 1995; Popkewitz, 1998) which can

bring our focus to socio-political and economic and cultural dimensions associated with the immigrant phenomena.

Furthermore, I have elaborated the relationship between the strategies of governing citizens and mathematics (numbers) within various forms of government in the liberal democratic traditions. (fortsættes si. 2)

Nyheder

Nyt professorat

Lena Lindenskov er pr. 1. april udnævnt til professor med særlige opgaver i matematikkens og naturvidenskabernes didaktik ved Institut for Curriculumforskning, Danmarks Pædagogiske Universitet

Bibliografi nu på nettet

Nu ligger bibliografien *Dansk matematikdidaktik (1965-2003)* på Forums hjemmeside. Det betyder at alle kan downloade den og/eller bruge den til at søge i den danske matematikdidaktiske litteratur.

Vores svenske søsterforening

Christer Bergsten har overtaget posten som ordförande for Svensk förening för Matematikdidaktisk Forsning (SMDF) efter Barbro Grevholm. Samtidig er Tine Wedege blevet viceordförande.

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Ph.D. project:

History as a Goal in Mathematics Education

Uffe Thomas Jankvist, IMFUFA, Department of Science (NSM), Roskilde University

A vast amount of literature is available on the subject of using history in mathematics education, examples are (Fauvel, 1990), (Fauvel, 1991), (Swetz et al., 1995), (Jahnke et al., 1996), (Calinger, 1996), (Katz, 2000) and last but not least (Fauvel and van Maanen, 2000). Unfortunately this literature mainly gives good advice and ideas as to why and how history should be integrated in mathematics education. Gulikers and Blom (1991, p. 223), for instance, give the following critique: "Most publications are anecdotic and tell the story of one specific teacher, whereas it is unclear whether and how the (generally positive) experiences can be transferred to other teachers, classes and types of schools."

Siu and Tzanakis (2004, p. 3) states that at the ICME Conference in Copenhagen, 2004 "it became clear that enough has been said on a 'propagandistic' level, that rhetoric has served its purpose" and hence in a sense argue that what is needed now are empirical investigations on the effectiveness of using history. Unfortunately, again, you only seldom find empirical studies on the use of history in mathematics education – Siu (2004, p. 269) only mentions five such studies. Generally you may argue that the use of history in mathematics education can serve two different purposes: (1) as a *tool* in the sense of assisting the

Interplay of citizenship (fortsat fra si. 1)

There I have argued that numbers and functioning of liberal democracy are linked together. I have made claim that the extensive uses of numbers have made possible the liberal democracy to function the way it functions in the current political landscape. I have shown why is this the case and how numbers are being used in making subtle government of citizens within liberal democratic tradition possible and how this governmentalization process conceals its own governing strategies. This double nature of relationship between governmentalization and the numbers can raise importance of developing a critical approach, mathemacy, needed for reflective judgement of citizens within democratic societies in today's increasingly globalized world. In this connection, the role of Critical Mathematics Education has also come under consideration because of its role in constitution of reality through Mathematics in Action (Skovsmose, 1994; 2000; 2004) within the complex relationship of immigrants situations

actual learning of mathematics (mathematical concepts, theories and so forth) and (2) as a *goal* by for instance bringing about a dimension of 'meta-mathematics' in mathematics education. By meta-mathematics I am thinking of posing and suggesting answers to questions about the 'meta-issues' of mathematics, e.g. how mathematics evolve over time, what forces and mechanisms cause the evolution of mathematics, how the evolution of mathematics interacts with society and culture, whether or not mathematics can become obsolete, and so forth (Niss, 2001, p. 10). So where the second purpose of using history in mathematics education is to teach the students something about the 'meta-issues' of mathematics (perhaps you can even say that it is a matter of general education), the first purpose is concerned with teaching the students something about the inner issues, or 'in-issues', of mathematics. The few available empirical studies are mostly concerned with the in-issues of mathematics, i.e. 'history of mathematics as a tool' for learning mathematics. If empirical studies concerning 'history of mathematics as a tool' are rare, empirical studies concerning 'history of mathematics as a goal' are even more so. (fortsættes si. 3)

within broader socio-political scenario in advanced welfare society such as Denmark. In this regard, the importance of mathemacy, functionally equivalent to approach of literacy proposed by Paulo Friere (1971), has also been recognized as a tool to deal with complex interplay of numbers within transformation of modern societies in the context of globalization processes and transnational practices in today's globalized world.

Bedømmelsesudvalg

Professor Thomas S. Popkewitz, Curriculum and Instruction, University of Wisconsin-Madison, US

Professor Associado com Agregação João Filipe Lacerda Matos, Departamento de Educação, Universidade de Lisboa, Portugal

Professor MSO, Helle Alrø (formand) Institut for Kommunikation, Aalborg University

Vejleder: Professor Ole Skovsmose, Department of Education, Learning and Philosophy, Aalborg University

History as a goal (fortsat fra si. 2)

However, such studies are extremely relevant in regard to the Danish upper secondary mathematics programme where the students now are to “demonstrate knowledge the evolution of mathematics and its interaction with the historical, the scientific and the cultural evolution” (Undervisningsministeriet, 2004, 34, 2.1, my translation from Danish). The official regulations for the Danish upper secondary mathematics programme anno 2004 are to a large extent based on the Danish report on *Competencies and Learning of Mathematics* (title translated from Danish) (Niss and Jensen, 2002, p. 268) where it says:

In the teaching of mathematics at the upper secondary level the students must acquire knowledge about the historical evolution within selected areas of the mathematics which is part of the level in question. The central forces in the historical evolution must be discussed including the influence from different areas of application. Through this the students must develop a knowledge and an understanding of mathematics as being created by human beings and, in fact, having undergone an historical evolution – and not just being something which has always been or suddenly arisen out of thin air.

As a way of manifesting these aspects of (meta-)mathematics Niss and Jensen (2002, p. 268) mention, amongst others, prime numbers as a way to illuminate “how pure mathematics all of a sudden becomes applied mathematics and why it is sensible to invest in basic research.”

The idea of my Ph.D. research is to investigate ‘history as a goal’ at the upper secondary level. The means for doing this is to design two modules on the (recent) history of mathematics and implement and evaluate these. The first module will concern the early history of error-correcting codes and the second the use of prime numbers in RSA cryptology, as suggested in (Niss and Jensen, 2002). Based on these modules the idea is to evaluate the manner in which the students engage in meta-perspective discussions, e.g. are their discussions of meta-issues in any way anchored in the acquired in-issues of the module. Also it will be investigated in what way, if any, such modules may bring about changes in the students’ beliefs and attitude towards mathematics in general.

Besides the already mentioned meta-issues of mathematics there is one more aspect of mathematics which the modules might also illuminate, though it will be in a more indirect fashion, and that is the invisibility of mathematics, i.e. the hidden (applied) mathematics in our society. (For a general description of this, see (Niss, 1994). For a

specific example taken from the space industry, see (Jankvist and Toldbod, 2007).) From a teaching point of view, however, the problem with the hidden mathematics aspect is that very often the mathematics hidden is so complex that it is not possible to explain to students at upper secondary level (and perhaps even students at undergraduate level). However, I do not believe this to be the case with the topics of RSA and the early history of error correcting codes.

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Supervisors: Mogens Niss & Tinne Hoff Kjeldsen

Forum for Matematikkens Didaktik inviterer i samarbejde med SOS-projektet til konference om

Sammenhæng i matematikundervisningen fra skole til gymnasium - fokus på symbolerne

Det er en udviklingsorienteret konference for matematikdidaktikere og matematiklærere i skolen, gymnasiet og læreruddannelsen. Sigtet med konferencen er at inspirere til lokale forsknings- og udviklingsprojekter om sammenhængsproblemer i matematik. De lærere der tilmelder sig konferencen i grupper på tre repræsenterende skole, gymnasium og læreruddannelse i samme lokalmiljø får derfor prioritet til deltagelse i konferencen og rabat på deltagergebyret. Ligeledes er gruppearbejdet under konferencen tænkt som støtte til lokale udviklingsprojekter.

Tid: kl. 10.00 den 17. september til kl. 14.30 den 18. september, 2007.

Sted: Storebæltscentret i Nyborg.

Pris inklusiv overnatning: 2800 kr. per person og 2000 kr. per person for grupper af tre lærere fra skole, gymnasium og læreruddannelse med samme lokale forankring.

Tilmelding sker ved indbetaling af deltagergebyret til Forum for Matematikkens Didaktik på posthus eller netbank: vælg girokort 01 og + 16616672 og mærk venligst indbetalingen ”SOS-konferencen”. Send også en mail til LRE.ild@dpu.dk med tilmeldingen og angiv her, hvis der er tale om tilmelding i en gruppe på tre deltagere.

Tilmeldingsfristen er den 15. august.

Oplæg

Matematiklærere på det gymnasiale niveau melder ofte om elevernes vanskeligheder med algebraiske manipulationer og symbolforståelse, når de starter. Det fører i nogle sammenhænge til antagelser om, at denne side af matematikken ikke behandles i grundskolen. Ved nærmere eftersyn viser det sig imidlertid, at der i høj grad arbejdes med symbolbehandling i grundskolens matematikundervisning. For at skabe bedre sammenhæng i matematikundervisningen er det derfor relevant at indkredse de principielle læringsvanskeligheder i udvikling af symbolbehandlingskompetence samt at karakterisere forskellene i den måde, der arbejdes med denne kompetence i henholdsvis grundskole og gymnasium.

SOS-projektet, ”Symbolbehandlingskompetence Og Sammenhængsproblemer i matematikundervisningen”, er et forsknings- og udviklingsprojekt med netop dette sigte. Projektet, der løber i perioden 2005-2007, er baseret ved CVU Lillebælt og involverer matematiklærere fra folkeskolen, teknisk gymnasium og læreruddannelsen samt matematikdidaktiske forskere fra DPU og RUC. Hovedelementer i projektet har været analyse af praksis på de 3 uddannelsesniveauer, forsøgsundervisning i 9. kl. og opfølgende undersøgelser af elevernes tilgang til matematikundervisningen i henholdsvis alment- og teknisk gymnasium. Erfaringerne fra projektet og didaktiske overvejelser vedrørende fremtidig praksis på uddannelsesniveauerne vil blive præsenteret på konferencen sammen med nogle perspektiverende oplæg som rækker udover SOS-projektet.

Program

Mandag den 17. september

09.00-09.30 Ankomst med kaffe/te og boller

09.30-11.15 The importance of symbol sense in learning mathematics.

Oplæg med efterfølgende diskussion ved Abraham Arcavi, Weizmann Institute of Science, Israel.

11.15-11.45 Pause

11.45-12.00 SOS-projektet generelt. Oplæg af projektleder Rikke Schultz, CVU Lillebælt.

12.00-13.00 Karakteriseringen af symbolbehandlingskompetence i SOS-projektet
- konstruktion af episoder som metode.

Oplæg med efterfølgende diskussion ved Morten Blomhøj, RUC og
Tomas Højgaard Jensen, DPU.

13.00-14.15 Frokost

14.15-15.00 Skal de være ens - eller bare de samme? Nogle betragtninger om lighedstegn i overgangen.

Oplæg med efterfølgende diskussion ved H.C. Thomsen, Frederiksberg Gymnasium.

15.00-15.45 Undersøgelse af symbolhandlingskompetence i folkeskolens afgangsprøve og hos eleverne i forsøgsklasserne.

Oplæg med efterfølgende diskussion ved Kristian Krægpøth, og Peter Allan Nielsen, htx, Odense Tekniske Gymnasium.

15.45-16.15 Pause

16.15-17.00 Symbolbehandlingskompetence i folkeskolen.

Oplæg med efterfølgende diskussion ved Mikael Skånstrøm, SPF, medlem af opgavekommissionen.

17.00-17.15 Pause

17.15-18.00 Forsøgsundervisningen i SOS-projektet og anvendelse af erfaringerne i skolens matematikundervisning.

medlem af opgavekommissionen ved Susanne Nielson, Marie Jørgensens Skole, Morten Blomhøj og Tomas Højgaard Jensen.

18.00-18.45 Drøftelser i grupper af dagens oplæg og opvarmning til det afsluttende gruppearbejde.

19.00-21.30 Middag

Socialt samvær

Tirsdag den 18. september

08.00-09.00 Morgenmad

09.00-09.45 Anvendelse af erfaringerne fra SOS-projektet i læreruddannelsen
- konstruktion af episoder og elevprofiler.

Oplæg med efterfølgende diskussion ved John Schou og Erik Bilsted, CVU Lillebælt.

09.45-10.00 Pause

10.00-10.30 Elevers og matematiklæreres intuitive grundlag for symbolbrug i matematik.

Oplæg med efterfølgende diskussion ved Lisser Rye Ejersbo, LLD/DPU.

10.30-12.15 Gruppearbejde om udvikling af ideer til udviklingsprojekter, der kan fremme sammenhænge i matematikundervisningen fra skole til gymnasium.

12.15-13.00 Afsluttende plenum diskussion af gruppernes ideer.

13.00-14.00 Frokost og afrejse

FIRST ANNOUNCEMENT:
NORMA 08

5th Nordic Conference on Research on Mathematics Education
21.-25. April 2008 · Copenhagen · Denmark

Conference website: www.dpu.dk/norma08 (opens May 15 2007)

Four themes of NORMA 08

NORMA08 will have four central themes, around which the plenary lectures and working groups will be organised. These four themes are:

Theme A: *Didactical design in mathematics education*

This includes all types of “controlled intervention” research into the processes of planning, delivering and evaluating concrete mathematics education. It also includes the problem of reproducibility of results from such interventions.

Theme B: *Education and identity of mathematics teachers*

This includes research into teacher education programmes, teacher educators’ practices, and the relation between teacher education and the formation of teachers’ professional identity and competence as mathematics teachers.

Theme C: *Technology in mathematics education*

This includes studies of the rationales, modes and effects of technology use in mathematics teaching and learning at all levels.

Theme D: *Mathematics for all: why? what? when?*

This includes studies of mathematical literacy, rationales for “general” mathematics education, and the challenges of socio-cultural diversity in mathematics education.

We hope that these broad themes can accommodate many contributions from researchers from the Nordic countries as well as from the rest of the world. The themes are to be further defined and explored through these contributions, as well as by four plenary lectures introducing each theme. However, the themes are not meant to be exclusive, and indeed contributions not related to these themes are also accepted in some of the formats (see below).

Formats for contribution to NORMA 08

There are four forms of scientific contribution to NORMA 08, listed below and described in further detail later in this announcement. Of these, formats 1 and 3 will have to be related to one of the four conference themes, while this is not required for the other formats. Notice, however, that for formats 2 and 4, contributors are encouraged to identify with one of the themes, if possible, as this will facilitate the planning of the detailed programme, to be announced in March 2008.

1. *Four plenary lectures*, on one of the four themes (by invitation only)
Format: 10 page paper to be published in the conference proceedings
Theme A: Michèle Artigue (University of Paris, France)
Theme B: Jeppe Skott (Danish University of Education, Denmark)
Theme C: Paul Drijvers (Freudenthal Institute, Netherlands)
Theme D: Eva Jablonka (Luleå University, Sweden)
2. *Regular papers*, to be presented in parallel sessions (by submission to peer review)
Format: 8 page paper to be published in the conference proceedings
3. *Theme groups* related to one of the four themes (by submission to peer review)
Format: 2 page proposal to be reviewed; 5 page account for the proceedings
4. *Short communications*, to be presented in parallel sessions (by submission to peer review)
Format: 1 page abstract to be published in the conference proceedings

Important dates

- First Announcement: May 2007
- Further Announcements: via conference website, with major news early 2008
- Submission (formats 2,3,4): 15th October 2007
- Reviews back: 15th December 2007
- Final paper due (format 2) 15th January, 2008
- Early registration: 1st February, 2008
- Preliminary program: 1st February, 2008
- Final programme: 15th March, 2008
- Final date for registration*: 1st April 2008 *: at a higher rate
- Conference: April 21-25, 2008
- Proceedings to appear End of 2008

Scientific Programme Committee

Carl Winsløw, U. of Copenhagen, Denmark (chair)
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Forum for Matematikkens Didaktik er et dansk selskab for matematikkens didaktik, åbent for enhver med interesse inden for feltet.

Medlem bliver man via kassereren Jørgen Dejgaard, Joergen.Dejgaard@skolekom.dk

Kontingentet er 200 kr. (100 kr. for studerende og pensionister).

Du kan indbetale på tre måder:

1. Brug vedlagte girokort
2. Indbetal på netbank eller bank 200 kr. til Reg.nr. 9800 konto 16616672
3. Betal med girokort på netbank.
Vælg 01 og + 16616672.

Aktivitetskalender 2007-08

DATO	AKTIVITET	STED
29. - 31. maj 2007	MACAS2: Second International Symposium on Mathematics and its Connections to the Arts and Sciences	SDU, Odense www.mathematik.ph-gmuend.de/macas/
26. - 29. juni 2007	ALM 14: The 14th International conference on Adults Learning Mathematics	Limerick, Ireland http://www.alm-online.org
8. - 13. juli 2007	PME31: Psychology of Mathematics Education	Seoul, Korea http://pme31.org/
19. - 24. juli 2007	ESU 5: 5th European Summer University On The History And Epistemology In Mathematics Education	Univerzita Karlova v Praze, Pedagogická fakulta, Czech Republic http://userweb.pedf.cuni.cz/kmdm/esu5/
22. - 26. juli 2007	ICTMA 13: The International Community of Teachers of Mathematical Modeling and Applications	Indiana University, Bloomington, Indiana http://www.ictma13.org/
23. - 29. juli 2007	CIEAEM: International Commission for the Study and Improvement of Mathematics Education	DOBOGÓKO, HUNGARY www.tofk.elte.hu/cieaem/docs/2anno.pdf http://www.cieaem.net/
9. - 12. august 2007	Sommerkursus 2007: Danmarks Matematiklærerforenings Brandbjergkursus	Brandbjerg Højskole http://www.matematikk.ffw.dk/
17. - 18. september 07	Konference om sammenhængsproblemer i matematikundervisningen fra folkeskole til gymnasium	Storebæltscentret, Nyborg Mere information i næste nummer
7. - 9. November 2007	The 4th Nordic Research Conference on Special Needs Education in Mathematics Different Learners – Different Math?	Vaasa, Finland. http://www.vasa.abo.fi/mathconf/
17. - 18. januar 2008	Forum for matematikkens didaktik: Januarkonference	Storebæltscenteret, Nyborg
29. - 30. januar 2008	MADIF6 Perspectives on mathematical knowledge Svensk Förening i Matematikdidaktisk Forskning (SMDF)	Lärarhögskolan i Stockholm http://www.mai.liu.se/SMDF/madif6/ Flere oplysninger: tine.wedege@lut.mah.se
31. januar - 1. februar 2008	Matematikbiennale 2008: Tema: Matematik – en hovedsak Lärarhögskolan i Stockholm	Stockholmsmässan i Älvsjö, Sverige www.lhs.se
21.-25. April 2008	NORMA 08 Temaer: Didactical design in mathematics education, Education and identity of mathematics teachers, Technology in mathematics education samt Mathematics for all: why? What? When?	København www.dpu.dk/norma08 Flere oplysninger: winslow@ind.ku.dk (program) lre.ild@dpu.dk (organisering)

red.: Lotte.Skinnebach@cvujelling.dk

Ansvarshavende for nyhedsbrevet er forums formand Lisser Rye Ejersbo, CVU København & Nordsjælland, Titangade 11, 2200 København N og LLD/DPU 8888 9924 - <lre.ild@dpu.dk>

Redaktør er Tine Wedege, Lärartutbildningen, Malmö Högskola, <tine.wedege@lut.mah.se> Indlæg, boganmeldelser, omtale af konferencer m.v. er velkomne (Word- eller RTF-format uden særlig opsætning - det ordner redaktionen). **Deadline til nr. 11.3:** 1. august 2007.

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