CMS SMC

2026 MathEd MEETING (ONLINE)

NOVEMBER 27 & 28





PLENARY SPEAKERS

France Caron (Université de Montréal)
Tyler Holden (University of Toronto, Mississauga)

The 2026 CMS MathEd Meeting (Online) is happening again (for the third time!) thanks to the success of the inaugural meeting. Complementing the in-person mathematics education sessions at the Summer and Winter CMS meetings, the 2026 CMS MathEd Meeting (Online) will feature fabulous plenary talks and fantastic presentations on a variety of themes in mathematics education, as well as provide ample time for comments and discussion. This mathematics education meeting (online) will take place over two days and prior to the in-person CMS Winter meeting.

The organization and the registration for this event will be handled by the CMS. **The event is FREE for anyone wishing to attend.**

FRIDAY, NOVEMBER 27TH, 2026, (FROM 17:00 EST TO 20:00 EST)
SATURDAY, NOVEMBER 28TH, 2026, (FROM 11:00 EST TO 15:00 EST)

WINTER26.CMS.MATH.CA/MATHEDONLINE

ABSTRACTS

TECHNOLOGY AND THE LEARNING OF MATHEMATICS: "IT'S COMPLICATED"

France Caron (Université de Montréal)

For the last fifty years, the relationship between technology and the learning of mathematics has dealt with porous and moving boundaries. For many educators, technology has brought new opportunities to engage students in richer, more meaningful mathematical activity. For others, access to powerful tools has given rise to challenges that are perceived to outweigh the expected benefits. With the use of tasks and testimonies, this talk will illustrate some of the opportunities and tensions associated to integrating technology in math classes. It will also bring to the fore elements of didactics and mathematics education research that have helped extract and structure the lessons learned from experiences of technology integration. We will discuss whether those are still applicable in the current age, and where we should direct our attention now. This may lead us to reaffirm or rethink the goals of postsecondary mathematics education, and to reframe our relationship to technology.

MAKING THINGS MORE ABSTRACT TO MAKE THEM BETTER: WHY FINANCIAL MATHEMATICS SUCKS.

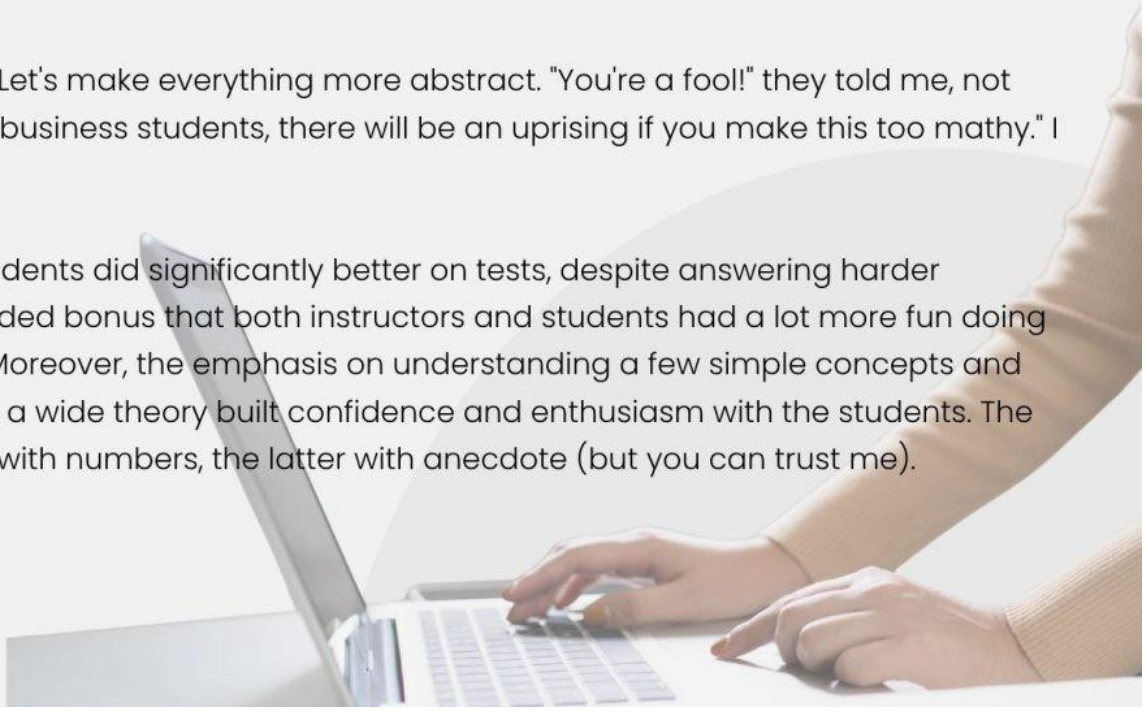
Tyler Holden (University of Toronto, Mississauga)

The mathematics of personal finance: So boring! Try teaching this to a bunch of equation obsessed business students, and watch as they ignore 99% of what you teach them and fixate entirely on formulas that don't universally apply.

Those students sure love their formulas.

So how do we fix this? Let's make everything more abstract. "You're a fool!" they told me, not incorrectly. "These are business students, there will be an uprising if you make this too mathy." I did it anyway.

The result was that students did significantly better on tests, despite answering harder questions. With the added bonus that both instructors and students had a lot more fun doing the actual problems. Moreover, the emphasis on understanding a few simple concepts and extrapolating that into a wide theory built confidence and enthusiasm with the students. The former I'll corroborate with numbers, the latter with anecdote (but you can trust me).



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