

"INTERNATIONAL SYMPOSIUM FOR SCIENCE AND MATHEMATICS CLASSROOM TEACHERS (ISSMCT) 2025"

25-26 February 2025 | SEAMEO RECSAM, Penang, Malaysia

Abstract Presentation Guidelines

General Overview

The abstract presentation should provide a clear, concise overview of your research, innovative teaching strategy, or practical application in science or mathematics education. This presentation serves as an introduction to your work, allowing attendees to grasp the essence of your contribution quickly. The abstract should be based on the standard presentation format used in international academic and professional conferences.

1. Abstract Submission Guidelines

Word Limit: **200–400 words**

- Format: Microsoft Word or PDF
- Language: English
- Font and Size: Times New Roman, 12-point font, single-spaced
- File Naming: "**YourName_ISSMCT2025_Abstract**"
- Submission Deadline: **31 January 2025**
- Submission Portal/Email: <https://bit.ly/ISSMCT2025>

3. Abstract Structure (see Attachment – Example of an Abstract)

- i. Title
 - a. Should be concise, informative, and no longer than 15 words.
 - b. Titles must be in title case (capitalize major words).
 - c. Avoid abbreviations unless widely recognized (e.g., STEM).
- ii. Authors and Affiliations
 - a. Include full names of all authors.
 - b. Affiliations should clearly indicate the institution, department, and country of each author.
 - c. The presenting author should be highlighted.
- iii. Introduction/Background/Methodology/Approach/Results/Key Findings/Conclusion and Implication Paragraph
 - a. Explain all information in one paragraph
 - b. At least 200 words with a focus on the implication of your best practices of classroom pedagogy and how the findings or approach can be applied or adapted to other classrooms.
- iv. Keywords
 - a. List 3 to 5 relevant keywords.

4. Abstract Evaluation Criteria for Acceptance and the NADIM Award

All abstracts will be evaluated based on the following:

- Relevance: Importance of the topic to science and mathematics education.
- Clarity: Clear presentation of the objectives, methods, and conclusions.
- Innovation: Novelty of the approach or findings.
- Applicability: Potential for practical application in the classroom.
- Methodological Rigor: Strength and appropriateness of the methodology (for research abstracts).

5. Presentation Format

Oral Presentation:

- Duration: 10 minutes, followed by a 3-minute Q&A session.
- A PowerPoint or similar presentation tool is required.
- Presenters must submit their slides two weeks before the symposium.
- Presenters are encouraged to use visual aids, graphs, and tables to enhance understanding.

6. Important Dates

- Abstract Submission Deadline: **31 January 2025**
- Notification of Acceptance: **7 February 2025**
- Full Presentation Slide Submission Deadline: **14 February 2025**
- Symposium Date: **25-26 February 2025**

7. Additional Notes

- Presenters must register for the symposium to confirm their participation.
- All accepted abstracts will be published in the symposium proceedings.
- Contact the symposium organizers for additional details or assistance.

Attachment - Example of an Abstract

Hands-On Exploration of Fractions Using Everyday Materials: A Practical Approach to Enhancing Mathematical Understanding in Primary School Students

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Abstract

This study explores the effectiveness of hands-on learning in enhancing primary school students' understanding of fractions by utilizing everyday materials in mathematics instruction. Conducted with 80 students aged 8 to 10 from two Malaysian primary schools, the study compares a hands-on, manipulative-based approach with traditional lecture-based teaching methods. In the experimental group, students used real-world items such as paper plates, fruit pieces, and bottle caps to physically divide objects into halves, thirds, quarters, and more complex fractions. Activities included folding and labelling paper plates to model sharing scenarios, such as dividing a pizza among friends, which allowed students to visualize and solve problems tangibly. Pre- and post-assessments measured students' conceptual understanding, while classroom observations and feedback surveys gauged their engagement and interest. Results showed that students in the hands-on group significantly outperformed their peers in post-assessments, demonstrating a stronger grasp of fractional concepts and greater enthusiasm for the subject. These findings highlight the transformative potential of using manipulatives to bridge the gap between abstract mathematical ideas and practical applications. The study underscores the importance of adopting interactive teaching strategies to make challenging topics like fractions more accessible, engaging, and relatable for young learners, thereby fostering deeper comprehension and long-term retention.

Keywords

Hands-on learning, fractions, primary school mathematics, manipulatives, student engagement

(200 words)