



TSG 24 History of the teaching and learning of mathematics

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The aim of the TSG is to provide a forum for the discussion of findings and unsolved problems in the history of mathematics education as well as of issues in methodology of research in this field. During the last years research in the history of mathematics education has been actively developed – important books and articles, specialized conferences, specialized journals, and special issues of some major serials have been devoted to the relevant topics. Still, it is very clear that many themes are not explored sufficiently and sometimes almost nothing is known about some periods and regions. Additionally, the history of mathematics education is often explored from a local (or national) point of view only. Often connections with similar processes happening elsewhere need to be revealed and understood. This TSG is supposed to help researchers in identifying new topics and new techniques for studies and in establishing fruitful collaboration in their work.

Meetings of the TSG will offer presentations on a variety of topics including the following (but not limited to them):

- History of reforms in mathematics education
- History of tools in mathematics education (including textbooks, manipulatives, calculators, etc.)
- Mathematics teachers: history of professionalization
- Local, national, and international dimensions in the history of mathematics education
- History of mathematics education journals and conferences

- Heroes and actors in mathematics education: lives and contributions.

In addition, a panel discussion on past and future developments will be organized.

Organization of the TSG24

At ICME-13, the TSGs will have four 90-minutes timeslots at their disposal (360 minutes total). This makes TSGs the prime forum for participation.

Each participant is supposed to receive in advance before the beginning of the Congress a booklet (about 40 pages) prepared by the TSG Team and aiming to describe the state of the art of the field. These booklets (called *essentials*) are supposed to be available on-line as well.

Importantly, post-conference publications (by Springer) are also planned in the form of special volumes for each TSG.

Activities of TSG 24 will include:

- One or two special invited presentations
- Regular presentations and their brief discussion
- Panel discussion

To join the group:

Participants who would like to present papers in TSG24 are requested to communicate with the team chairs. Also, further information will be available on the site of the Congress.

The deadline for the submission of the proposals for contributions is planned to be October 1, 2015 to permit the decision making on the acceptance of the papers by December 31, 2015 and submission of the final draft in the Spring 2016. Each paper will be reviewed by two reviewers assigned by the TSG organizers. The length of the paper so far is planned to be between 1500 and 2000 words, but for the final publication it may be substantially more. More details will be provided later. So far organizing team plans to use two formats for oral presentations of accepted papers – short and more extended.

References

- Karp, A., & Schubring, G. (Eds.) (2014), *Handbook on the history of mathematics education*. New York: Springer.
- Schubring, G., Furinghetti, F., Siu, M.K. (2012). Turning points in the history of mathematics teaching – Studies of National Policies. *ZDM - The International Journal on Mathematics Education*, 44(4).