

## **CERME 9: Thematic Working Group 12**

### **History in Mathematics Education**

#### **Leaders**

Uffe Thomas Jankvist (Denmark) [utj@dpu.dk](mailto:utj@dpu.dk)

Renaud Chorlay (France) [renaud.chorlay@espe-paris.fr](mailto:renaud.chorlay@espe-paris.fr), Kathy Clark (USA) [kclark@admin.fsu.edu](mailto:kclark@admin.fsu.edu), Snezana Lawrence (UK) [s.lawrence2@bathspa.ac.uk](mailto:s.lawrence2@bathspa.ac.uk), Jan van Maanen (The Netherlands) [J.A.vanMaanen@uu.nl](mailto:J.A.vanMaanen@uu.nl)

#### **Scope and focus of the Thematic Working Group**

History of mathematics in mathematics education has received much attention during the last decades. However, empirical research and coherent theoretical/conceptual frameworks within this area have been emerging relatively recently. The purpose of this CERME TWG is to provide a forum to approach mathematics education in connection with history and epistemology dedicated primarily to theory and research on all aspects of the role, effect, and efficacy of history and epistemology as elements in mathematics education.

#### **Call for papers and poster proposals**

TWG12 in particular welcomes empirical and theoretical research papers, but to some degree also methodological and developmental papers (10 pages maximum), and poster proposals (2 pages) related to one or more of the following issues – although any paper/poster of relevance to the overall focus of the group will be taken into consideration:

1. Ways of integrating original sources in classrooms, and their educational effects, preferably with conclusions based on classroom experiments;
2. Surveys on the existing uses of history or epistemology in curricula, textbooks, and/or classrooms in primary, secondary, and tertiary levels;
3. Design and/or assessment of teaching/learning materials on the history of mathematics;
4. The role of history or epistemology of mathematics at the primary, secondary, and tertiary level, and in pre- and in-service teacher education, from cognitive, pedagogical, and/or affective points of view;
5. Investigations or descriptions of the historical instances of research cultures and cultures of teaching and learning in mathematics;
6. Relationships between (frameworks for and empirical studies on) history in mathematics education and theories and frameworks in other parts of mathematics education;
7. Possible parallelism between the historical development and the cognitive development of mathematical ideas;
8. Theoretical, conceptual and/or methodological frameworks for including history in mathematics education;
9. The potential role of history of mathematics/mathematical practices in relation to more general problems and issues in mathematics education and mathematics education research.

Papers and poster proposals should use the CERME word template, and conform to the guidelines at <http://www.cerme9.org/guidelines/guidelines-for-authors/>. To submit, you need to email your proposal as a WORD document to **Uffe Thomas Jankvist**, [utj@dpu.dk](mailto:utj@dpu.dk), AND at the same time, to the conference secretariat at [submission@cerme9.org](mailto:submission@cerme9.org). If possible, please also send a pdf version in addition to the WORD document.

#### **Reviews and decisions**

Each paper will be peer-reviewed by two persons from among those who submit papers to this Thematic Working Group. Please expect to be asked to review up to three papers. It may be necessary for you to revise your paper before final acceptance. The group leaders will decide about the acceptance of posters.

#### **Important dates**

September 15, 2014:	Deadline for submission of papers
October 1, 2014:	Deadline for submission of poster proposals
November 25, 2014:	Deadline for reviewers to submit their reviews
December 5, 2014:	Decisions about paper or poster acceptance
December 20, 2014:	Reduced fee registration deadline
January 10, 2015:	Deadline for revisions of papers
January 20, 2015:	Papers for presentation at the congress available on the CERME website