



International Study Group on the Relations Between  
the HISTORY and PEDAGOGY of MATHEMATICS  
An Affiliate of the International Commission on  
Mathematical Instruction

N° 113

July 2023

This and earlier issues of the Newsletter can be downloaded from our website

<http://www.clab.edc.uoc.gr/hpm/>

These and other news of the HPM group are also available on the website

<http://grouphpm.wordpress.com/>

(the online and on time version of this newsletter).

### **NOTE FROM THE CHAIR**

In this Newsletter I am very glad to report that we have secured the place to host us in **Sydney** for the **ICMI-15 Satellite Meeting, 15<sup>th</sup> - 19<sup>th</sup> July 2024**. The host institution is the Western Sydney University, and the two academics from there, Jim Pettigrew and Donald Shearman will be our local organisers.

The work therefore begins on organising this meeting, and we will be announcing the *Call for Contributions* in September this year. This has been no small feat, and the Executive Committee is incredibly grateful to these two friends of the HPM as well as to their institution for offering to host us. Now we ask for volunteers to help on the ground in Australia, so do let me know if you, or anyone you know, would be willing to help out. Your suggestions for great places to visit or do whilst in Sydney will also be very welcome.

Another very important piece of news is about our new website. The web team is developing our new site, and we will share the link of the draft with all the members of the Advisory Board as soon as possible, probably at the start of the new academic year. That means we will have more activity on this in September; perhaps this is a good time to think about the resources you would like to include there that are perhaps not already on our old sites.

So, as the summer begins, we all deserve some good rest and reading and writing time for ourselves. And, as it happens, we have a great list of new publications, contributions, and book reviews in this Newsletter! I hope some of these will make it to your summer reading list.

Wishing all Advisory Board members and the readers of this Newsletter a safe and restful time.

*Snezana Lawrence*

## MAA CONVERGENCE

### Convergence Shares Resources for Teaching Mathematics through Historical Figures

Now in its 20th year, MAA Convergence is both an online journal on the history of mathematics and its use in teaching and an ever-expanding collection of online resources to help readers teach mathematics using its history. We highlight here some of our newest articles providing resources for use in your classroom and reflecting on the value history provides to the teaching of mathematics. The following items and more are accessible through finding aids located on our homepage:

<http://www.maa.org/press/periodicals/convergence>

Two recent articles explore perspectives on famous mathematicians that are not widely known. In “[Things Certain and Uncertain](#),” by Michael P. Saclolo and Erik R. Tou, the authors examine Leonhard Euler’s deathbed contributions to the mathematics of balloon flight and provide suggestions for using this work in a contemporary differential equations or physics course. Adrian Rice unspools the story of “[A Mysterious Copy of Lacroix’s \*Traité Élémentaire de Calcul Différentiel et de Calcul Intégral\*](#),” which encompasses J. J. Sylvester and Augustus De Morgan as well. Sylvester is also one of six well-known mathematicians and figures from the history of science or United States history

who have been added to Mike Molinsky’s series of “[Quotations in Context](#).” Readers will also discover the original meanings of sayings about mathematics by John Adams, Nicolaus Copernicus, Charles Darwin, Oliver Wendell Holmes, Jr., and Alfred North Whitehead.



The Aérostat Réveillon lifts off from the grounds of the Palace of Versailles on 19 September 1783, the day after Euler’s death.  
[Wellcome Collection](#).

Additionally, Peggy Aldrich Kidwell relates the global influence of Sundara Rao’s 1893 *Geometrical Exercises in Paper Folding* and suggests several potential classroom activities for secondary and undergraduate students of geometry and preservice teachers in “[Aiding the Teaching of Geometry and Affording Mathematical Recreation: Paper Folding in the Spirit of Sundara Rao of Madras](#).” In *Convergence*’s ongoing series, our latest reprint from NCTM’s *Mathematics Teacher* is “[Who? How? What? A Strategy for Using History to Teach Mathematics](#),” by Patricia Wilson and Jennifer Chauvot. “Nicole Oresme and the Revival of Medieval Mathematics” by Adin Charles Tinsley, the winner of the [HOM SIGMAA 2023 Student Paper Contest](#), is also available for download. A new series, “[Historical Notes for the Calculus](#)



Convergence also publishes classroom activities, projects, or modules for using history to teach mathematics; expository articles on the history of topics in the grades 8–16 mathematics curriculum; and translations of primary sources suitable for classroom use.

Interested in contributing or need help getting your ideas ready for submission?

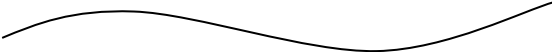
We'd love to hear from you at  
[convergence@maa.org](mailto:convergence@maa.org)

*Amy Ackerberg-Hastings,*  
Independent Scholar, USA

*Janet Heine Barnett,*  
Colorado State University – Pueblo, USA

Editors, *MAA Convergence*





## ***The International Commission on Mathematical Instruction 1908-2008: People, events, and challenges in mathematics education***

Furinghetti, G. & Giacardi, L. (2022). *The International Commission on Mathematical Instruction 1908-2008: People, events, and challenges in mathematics education*. Cham: Springer.

### **Addition to the Table of Contents**

## **Part III. The Portraits of the Central/Executive Committee Members and Other Eminent Figures**

### **1.1 Introductory Note**

This part of the volume provides information on important figures in the history of ICMI.

**Chapter 11** contains biographical portraits of the 54 members of the Central/Executive Committee of ICMI who passed away in the first hundred years of ICMI. Almost all of them were professional mathematicians who were interested in problems concerning mathematics education and participated in various ways in the activities of ICMI. However, beginning in the 1950s, some mathematicians joined the ICMI Executive Committee as ex officio members for the sole reason that they occupied certain institutional positions – such as the IMU presidency. In some cases their

involvement in ICMI activities was modest. Of course, for famous mathematicians many biographies are available; nevertheless, the portraits presented in this part of the volume add details on the actual involvement of the various people in the ICMI activities and, more generally, in mathematics education and dissemination of mathematical culture. Each of these portraits consists of a section of general information and a section dedicated to contributions to education and dissemination of mathematical culture. In the same vein, sources are divided into a part containing a selection of works on the person in question and of his mathematical works and a part including publications linked to mathematics education and dissemination of mathematical culture.

**Chapter 12** contains biographical portraits of the scholars awarded the title of Honorary Member of the Commission on the occasion of the International Congress of Mathematicians in Oslo (1936) and the portrait of Charles-Ange Laisant, one of the founders of *L'Enseignement Mathématique*, the official organ of ICMI. Among the scholars awarded the title in Oslo, there was Guido Castelnuovo, a former officer of ICMI, whose portrait is in Chap. 11. The portraits presented in this chapter follow the same criteria as the previous ones.

The authors of the 63 portraits are 30 and belong to 18 countries.



## LIST OF THE PORTRAITS

(in italics the authors discussing the portraits)

### CHAPTER 11

1. Akizuki Yasuo, *Masami Isoda*
2. Aleksandrov Aleksandr, *Man-Keung Siu*
3. Andersen Aksel Frederik, *Henrik Kragh Sørensen*
4. Ascoli Guido, *Livia Giacardi*
5. Begle Edward, *Jeremy Kilpatrick*
6. Behari Ram, *Fulvia Furinghetti*
7. Behnke Heinrich, *Gert Schubring*
8. Beth Evert W., *Giorgio Bagni*
9. Cartan Henri, *Fulvia Furinghetti*
10. Castelnuovo Guido, *Livia Giacardi*
11. Châtelet Albert, *Sébastien Gauthier, Catherine Goldstein*
12. Christiansen Bent, *Gert Schubring*
13. Czuber Emanuel, *Michela Malpangotto*
14. De Guzmán Miguel, *Jaime Carvalho e Silva*
15. De Rham Georges, *Margherita Barile*
16. Desforge Julien, *Eric Barbazo*
17. Erlwanger Stanley, *Harm Jan Smid*
18. Fehr Henri, *Gert Schubring*
19. Freudenthal Hans, *Gert Schubring*
20. Frostman Otto, *Sten Kaijser*
21. Greenhill Alfred George, *Adrian Rice*
22. Hadamard Jacques, *Hélène Gispert*
23. Heegaard Poul, *Henrik Kragh Sørensen*
24. Hopf Heinz, *Giorgio Bagni*
25. Iyanaga Shokichi, *Fulvia Furinghetti*
26. Jeffery Ralph, *Harm Jan Smid*
27. Kawada Yukiyoshi, *Fulvia Furinghetti*
28. Klein Felix, *Gert Schubring*
29. Kurepa Đuro, *Michela Malpangotto, Milosav M. Marjanovic, Stevo Todorcevic*
30. Lichnérowicz André, *Hélène Gispert*
31. Lietzmann Walther, *Gert Schubring*
32. Lighthill James, *Adrian Rice*
33. Lions Jacques-Louis, *Margherita Barile*
34. Mac Lane Saunders, *Jeremy*

*Kilpatrick*

35. Maxwell Edwin Arthur, *Adrian Rice*
36. Moise Edwin Evariste, *Jeremy Kilpatrick*
37. Montgomery Deane, *Jeremy Kilpatrick*
38. Moser Jürgen, *Giorgio Bagni*
39. Neumann Bernhard, *Michela Malpangotto*
40. Nevanlinna Rolf, *Osmo Pekonen*
41. Neville Eric Harold, *Adrian Rice*
42. Piene Kay, *Reinhard Siegmund-Schultze*
43. Revuz André, *Michèle Artigue, Aline Robert*
44. Scorza Gaetano, *Livia Giacardi*
45. Sharygin Igor, *Man Keung Siu*
46. Smith David Eugene, *Gert Schubring*
47. Sobolev Sergei, *Man-Keung Siu*
48. Steiner Hans-Georg, *Gert Schubring*
49. Stone Marshall Harvey, *Jeremy Kilpatrick*
50. Straszewicz Stefan, *Ewa Lakoma*
51. Surányi János, *László Surányi*
52. Van Lint Jacobus, *Sten Kaijser*
53. Walusinski Gilbert, *Eric Barbazo*
54. Whitney Hassler, *Jeremy Kilpatrick*

### CHAPTER 12

1. Beke Emanuel, *Gert Schubring, Sándorné Kántor Tünde Varga*
2. Bioche Charles, *Eric Barbazo*
3. Boulad Bey Farid Youssef, *Gregg De Young*
4. Dickstein Samuel, *Ewa Lakoma*
5. Enriques Federigo, *Livia Giacardi*
6. Laisant Charles-Anges, *Eduardo Ortiz*
7. Loria Gino, *Fulvia Furinghetti*
8. Petrović Mihailo, *Snezana Lawrence*
9. Wirtinger Wilhelm, *Gert Schubring*

## Have you read these?



Birkeland, L.; Nossum, R. & Siegmund-Schultze, R. (2023). The sine anecdote in Kovalevskaya's memoirs. *British Journal for the History of Mathematics*, 38(1), 24–40.

Buckle, D. (2023). How the estimate of  $\sqrt{2}$  on YBC 7289 may have been calculated. *Historia Mathematica*, 62, 3–18.

Fraser, C. & Nakane, M. (2023). Canonical transformations from Jacobi to Whittaker. *Archive for History of Exact Sciences*, 77(3), 241–343.

Friedman, M. & Garber, D. (2023). On fluidity of the textual transmission in Abraham bar Hiyya's *Hibbur ha-Meshiḥah ve-ha-Tishboret*. *Archive for History of Exact Sciences*, 77(2), 123–174.

Goldstein, B. & Chabás, J. (2023). Joseph Ibn Waqār and the treatment of retrograde motion in the middle ages. *Archive for History of Exact Sciences*, 77(2), 175–199.

Gysembergh, V.; Jones, A. & Apicella, S. (2023). Ptolemy's treatise on the meteoroscope recovered. *Archive for History of Exact Sciences*, 77(2), 221–240.

Hinojos-Ramos, J. E.; Torres-Corrales, D. C. & Camacho-Ríos, A. (2023). The construction of the integral for the arc length of a curve based on van Heuraet and Fermat's works. *British Journal for the History of Mathematics*, 38(1), 24–40.

Lamichhane, B. R. & Luitel, B. C. (2023). A critical rendition to the development of mathematics education in Nepal: an anticolonial proposal. *British Journal for the History of Mathematics*, 38(1), 3–23.

Moretti, V. D., & Radford, L. (2023). Abordagem histórico-dialética dos conceitos na organização do ensino da matemática. *Educação e Pesquisa*, 49 (contínuo), e252104.  
<https://doi.org/10.1590/S1678-4634202349252104>

Moyon, M. (2023). Frações Egípcias e o Algoritmo de Fibonacci: História da Matemática Versus Livros Didáticos Atuais [Fractions Égyptiennes et Algorithme de Fibonacci: Histoire des Mathématiques Versus Manuels Contemporains]. *Acervo*, 5, 1–36.  
<https://ojs.ghemat-brasil.com.br/index.php/ACERVO/article/view/88/58>

Peruzzi, G. & Roberti, V. (2023). Helmholtz and the geometry of color space: gestation and development of Helmholtz's line element. *Archive for History of Exact Sciences*, 77(2), 201–220.

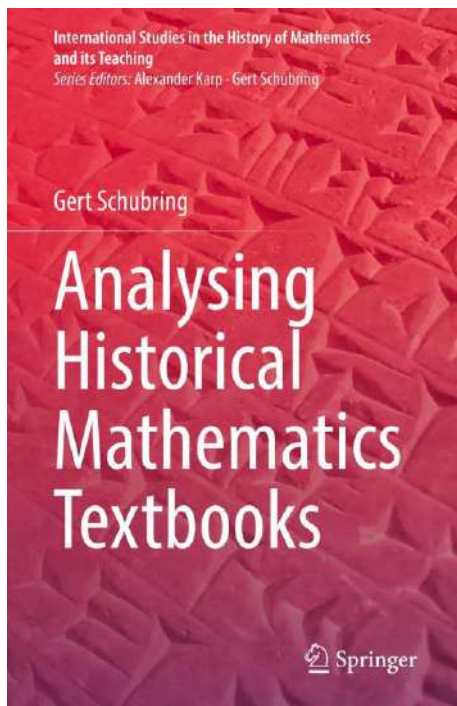
Strickland, L. (2023). How Leibniz tried to tell the world he had squared the circle. *Historia Mathematica*, 62, 19–39.

Tuominen, A. (2023). Pygmies, Bushmen, and savage numbers – a case study in a sequence of bad citations. *Historia Mathematica*, 62, 51–72.

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**ANALYSING HISTORICAL  
MATHEMATICS TEXTBOOKS**  
*International Studies in the History  
of Mathematics and its Teaching*

(Cham: Springer, 2022)



This book is about the creation and production of textbooks for learning and teaching mathematics. It covers a period from Antiquity to Modern Times. The analysis begins by assessing principal cultures with a practice of mathematics. The tension between the role of the teacher and his oral mode, on the one hand, and the use of a written (printed) text, in their respective relation with the student, is one of the dimensions of the comparative analysis, conceived of as the ‘textbook triangle’. The changes in this tension with the introduction of the printing press are discussed. A major emphasis is on elaborating methodological dimensions and criteria for analysing mathematics textbooks. The book presents various national case studies (France, Germany, Italy) as well as analyses of the internationalization of textbooks via transmission processes. As this topic has not been sufficiently explored in the literature, it will be very well received by scholars of mathematics education, mathematics teacher educators and anyone with an interest in the field.

*Gert Schubring*

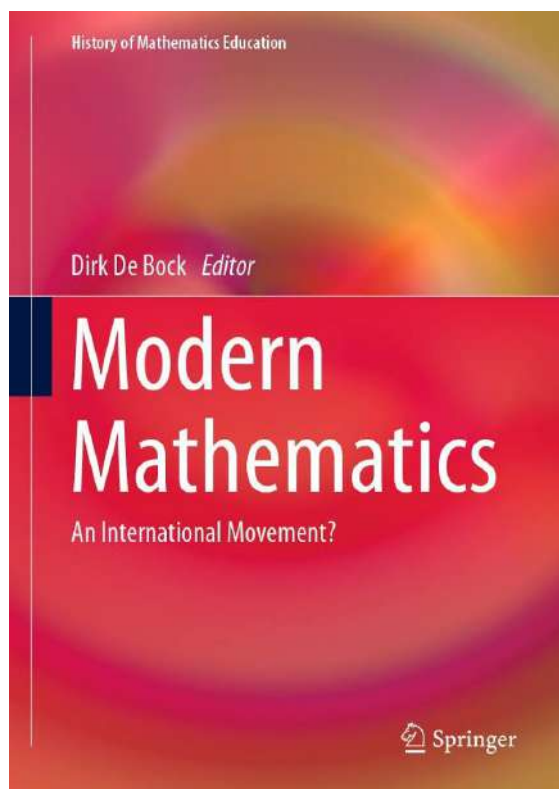
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## **MODERN MATHEMATICS** ***An international movement?***

Dirk De Bock (Ed.), Springer

This volume consists of 24 chapters, documenting and analyzing the worldwide Modern mathematics/New Math movement of the 1960s and early 1970s, including its roots in the (early) 1950s. All chapters are written by highly regarded academics from all corners of our planet (including several members of HPM's Advisory Board and HPM's Honorary Advisory Board).



<https://link.springer.com/book/10.1007/978-3-031-11166-2>

Foreword (by Bob Moon)

Chapter 1: Modern Mathematics: An International Movement Diversely Shaped in National Contexts (Dirk De Bock)

Part I: Preparing the Reform on Both Sides of the Atlantic

Chapter 2: The Rise of the American New Math Movement: How National Security Anxiety and Mathematical Modernism Disrupted the School Curriculum (David Lindsay Roberts)

Chapter 3: The Early Roots of the European Modern Mathematics Movement: How a Model for the Science of Mathematics Became a Model for Mathematics Education (Dirk De Bock)

Chapter 4: The Royaumont Seminar as a Booster of Communication and Internationalization in the World of Mathematics Education (Fulvia Furinghetti and Marta Menghini)

Part II: Implementation of the Reform Around the World

Chapter 5: The Modern Mathematics Movement in France: Reforming to What Ends? The Contribution of a Cross-over Approach to Modernity (Hélène Gispert)

Chapter 6: West German Neue Mathematik and Some of Its Protagonists (Ysette Weiss)

Chapter 7: New Mathematics in the United Kingdom: Projects and Textbooks as Driving Forces of Curriculum Reform (Leo Rogers)

Chapter 8: Modern Mathematics in Italy: A Difficult Challenge Between Rooted Tradition and Need for Innovation (Fulvia Furinghetti and Marta Menghini)

Chapter 9: The Distinct Facets of Modern Mathematics in Portugal (José Manuel Matos and Mária Cristina Almeida)

Chapter 10: Papy's Reform of Mathematics Education in Belgium: Development, Implementation, and Controversy (Dirk De Bock and Geert Vanpaemel)

Chapter 11: A Tale of Two Systems: A History of New Math in The Netherlands, 1945–1980 (Danny Beckers)

Chapter 12: Nordic Cooperation on Modernizing Mathematics Teaching, 1960–1967 (Kristín Bjarnadóttir)

Chapter 13: Reforms Inspired by *Mathématique Moderne* in Poland, 1967–1980 (Zbigniew Semadeni)

Chapter 14: The New Math in Hungary: Tamás Varga's Complex Mathematics Education Reform (Katalin Gosztonyi)

Chapter 15: New Math and the South Slavs (Snezana Lawrence)

Chapter 16: The Kolmogorov Reform of Mathematics Education in the USSR (Alexandre Borovik)

Chapter 17: The Influence of Royaumont on Mathematics Education in the USA (Jerry Becker and Bill Jacob)

Chapter 18: Aspects of Canadian Versions of So-Called “Modern” Mathematics and Its Teaching: Another Visit to the Old “New” Math(s) (David Pimm and Nathalie Sinclair)

Chapter 19: New Math in Latin America (and a Glimpse at Costa Rica) (Ángel Ruiz)

Chapter 20: Modernizing Mathematics Teaching: International Dialogues from Brazil (Elisabete Zardo Búrigo and Wagner Rodrigues Valente)

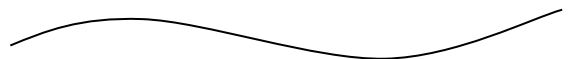
Chapter 21: Australian School Mathematics and “Colonial Echo” Influences, 1901–1975 (Nerida F. Ellerton and M. A. (Ken) Clements)

Chapter 22: What Did the “New Math Movement” Bring to Hong Kong in the 1960s and the 1970s (and Beyond)? (Man-Keung Siu and Ngai-Ying Wong)

Chapter 23: An International Movement, the Experience of Morocco (Ezzaim Laabid)

Chapter 24: Modern Mathematics Curriculum Reforms in Ghana: UK and USA Influences (Damian Kofi Mereku)  
Epilogue: From Center to Periphery? The Global Dynamics of the New Math Movement (by Geert Vanpaemel)

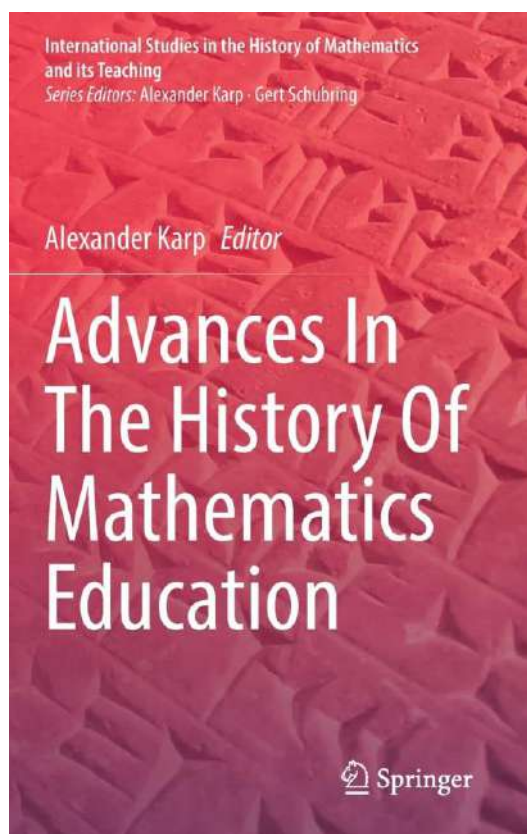
*Dirk De Bock*



**ADVANCES IN THE  
HISTORY OF MATHEMATICS  
EDUCATION**

***International Studies in the History  
of Mathematics and its Teaching***

**Alexander Karp (Ed.)  
Springer, 2022**



<https://link.springer.com/book/10.1007/978-3-030-95235-8>

This book is a collection of scholarly studies in the history of mathematics education, very abbreviated versions of which were presented at the ICMI Congress in 2021. The book discusses issues in education in Brazil and Belgium, in Poland and Spain, in Russia and the United States. Probably the main factor that unifies the

chapters of the book is their attention to key moments in the formation of the field of mathematics education. Topics discussed in the book include the formation and development of mathematics education for women; the role of the research mathematician in the formation of standards for writing textbooks; the formation of curricula and the most active figures in this formation during the New Math period; the formation of certain distinctive features of curricula in Poland; the formation of the views of David Eugene Smith and the influence of European mathematics education on him; the formation of the American mathematics community; and the creation of such forms of student assessment as entrance exams to higher educational institutions. The book is of interest not only to historians of mathematics education, but also to wide segments of specialists in other areas of mathematics education.

Chapter 1. Pafnuty Chebyshev and the Mathematics Education of His Time (Vasily Busev & Alexander Karp)

Chapter 2. Frédérique Papy-Lenger, the Mother of Modern Mathematics in Belgium (Dirk De Bock)

Chapter 3. The Discarding and Endurance of the Rule of Three: Changes and Stability in Arithmetic Teaching in France and Brazil (Elisabete Zardo Búrigo)

Chapter 4. In a Search for Innovative Approaches to Teaching Primary Arithmetic: David Eugene Smith (1860–1944) and His Early Works on Mathematics Education (Viktor Freiman & Alexei Volkov)

Chapter 5. Entrance Exams to Higher Educational Institutions in Russia Before the Revolution: Problems, Procedures, People (Alexander Karp)

Chapter 6. Gnomonics in Secondary School Education in the Territories of Poland in the 17th–20th Centuries (Karolina Karpińska)

Chapter 7. The Transition to Modern Mathematics in Spanish Primary Education: The 1965 Syllabus (Antonio M. Oller-Marcén)

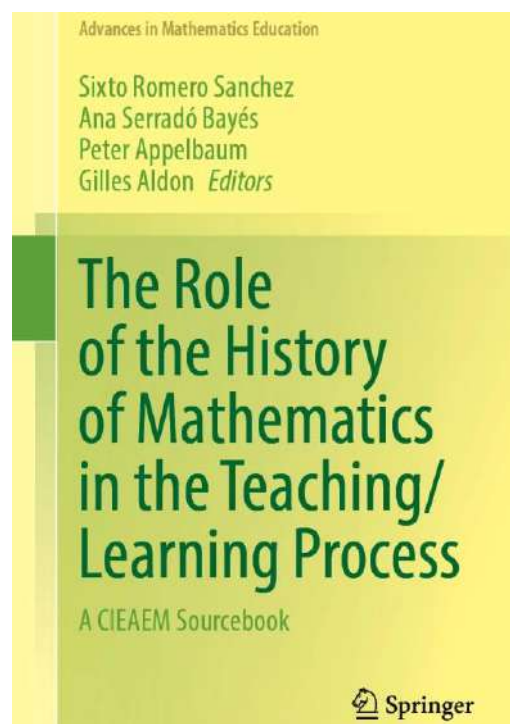
Chapter 8. Toward a History of Mathematics Education for Young Women: 1890–1920 (Yana Shvartsberg)

Chapter 9. Building an American Mathematical Community from the Ground Up: Artemas Martin and *the Mathematical Visitor* (Sian E. Zelbo)

*Gail FitzSimons*

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## **THE ROLE OF THE HISTORY OF MATHEMATICS IN THE TEACHING/LEARNING PROCESS**



### **Part I**

The Exploration of Inaugural Understandings in the History of Mathematics and Its Potential for Didactic and Pedagogical Reflection

David Guillemette  
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María José Madrid, Carmen León-  
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and Cultures

Sixto Romero Sánchez  
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Peter Appelbaum, Charoula Stathopoulou  
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Susan Gerofsky  
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The Role of History in Enriching  
Mathematics Teachers' Training for  
Primary Education (6–12 Years Old  
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Yuly Vanegas, Joaquín Giménez,  
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Teacher Education: The Iberic American  
Tradition

Joaquín Giménez, Javier Díez-Palomar  
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Tools and Technologies in a Sociocultural  
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Fernando Hitt, José-Luis Soto-Munguía,  
José-Luis Lupiáñez-Gómez  
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Technology in Primary and Secondary  
School to Teach and Learn Mathematics in  
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Giulia Bini, Monica Panero, Carlotta  
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A Trajectory of Digital Technologies  
Integration in Mathematical Education in  
Brazil: Challenges and Opportunities

Maria Elisabette Brisola Brito Prado,  
Nielce Meneguelo Lobo da Costa, José  
Armando Valente  
Pages 361-379

*Luís Menezes*





## Announcements of Events



### **Forthcoming BSHM Meetings**

The British Society for the  
History of Mathematics

<http://www.bshm.ac.uk/events>

#### **1. Astronomy and the Forging of Mathematical Communities**

*18 October, 2023*

*Gresham College & Online*

This is the BSHM's annual Gresham afternoon, comprising the Gresham Lecture, preceded by two supporting lectures and an award ceremony for winners of the Schools and Undergraduate Essay Prizes. Access is possible in person or online.

Speakers:

Dr. Deborah Kent (University of St Andrews)

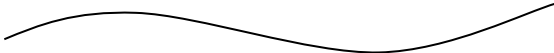
Dr. Eva Kaufholz-Soldat (University of Koblenz)

Dr. Laure Miolo (University of Oxford)

#### **2. Christmas Meeting 2023**

*9 December, 2023*

*Online*



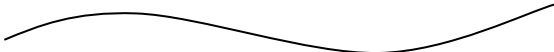
### **THE SIXTH IRISH CONFERENCE ON THE HISTORY OF MATHEMATICS (IHOM6)**

*30 August, 2023*

*Maynooth University*

The sixth Irish conference on the History of Mathematics (IHOM6) will be held at Maynooth University on Wednesday 30th August 2023.

If you are interested in attending the conference whether or not you would like to present, you can register at the conference webpage (<https://www.maynoothuniversity.ie/mathematics-and-statistics/IHoMC6>). There will be no registration fee, though depending on funding, participants may have to cover the cost of their lunch.



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## 36.º ENCONTRO DO SEMINÁRIO NACIONAL DE HISTÓRIA DA MATEMÁTICA

20-21 October, 2023

Aveiro University

[36<sup>th</sup> Portuguese Conference  
on the History of Mathematics]

**36.º Encontro  
do Seminário Nacional de  
História da Matemática**

20 e 21 de outubro 2023  
Departamento de Matemática  
da Universidade de Aveiro

**June Barrow-Green**  
Open University, Inglaterra

**Marc Moyon**  
Université de Limoges, França

**Clovis Pereira da Silva**  
Universidade Federal do Paraná, Brasil

**Reinhard Siegmund-Schulze**  
University of Agder, Noruega

<https://snhm.web.ua.pt>

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## **15<sup>th</sup> ICME - TSG 5.4: THE ROLE OF THE HISTORY OF MATHEMATICS IN MATHEMATICS EDUCATION.**

7-14 July, 2024  
Sydney, Australia

### **Co-Chairs**

Renaud Chorlay (Sorbonne University,  
France; renaud.chorlay@inspe-paris.fr)

Abdellah El Idrissi (Cadi Ayyad  
University, Morocco;  
abdellah\_elidrissi@yahoo.fr)

### **Members**

Fredy Gonzalez (Universidade Federal de  
Rio Grande do Norte, Venezuela)

Barry Kissane (Murdoch University,  
Australia)

Dai Qin (Inner Mongolia Normal  
University, Mongolia)

### **IPC Liaison**

Cristina Sabena (Università degli Studi di  
Torino, Italy)



### **What the TSG is about?**

This Topic Study Group, TSG 5.4 comes after the meaningful advance of research and the dialogues between history of mathematics and mathematics education in different parts of the world from many perspectives. It builds on the relationship

between these two important fields of knowledge.

It aims to provide a forum for participants to share their research interests and results, as well as their teaching ideas, published materials and classroom experience in connection with the integration of the history of mathematics in mathematics education.

### **Theoretical background**

Mathematics is a human intellectual enterprise with a long history and a vivid present, so that both scholars and teachers have tried to make fruitful historical links. Mathematical knowledge is determined not only by the circumstances in which it was formalised, but also by the procedures that originally led or may lead to it, and which are indispensable for understanding processes of change in mathematics. Therefore, learning mathematics should include not only the “polished products” of mathematical activity but also the understanding of (implicit) motivations, the sense-making actions, and the reflective processes of mathematicians, historically important for the construction of meaning. Similarly, teaching mathematics should include opportunities for students to “experience mathematics in the making.” That is, although the “polished products” of mathematics form that part of mathematical knowledge that is communicated, critiqued (in order to be accepted or rejected), and serve as the basis for new work, the process of producing mathematical knowledge is equally important, especially from a didactical point of view. This perception of mathematics should be central in the teaching of mathematics, and the image of mathematics communicated to the outside

world.

From a more fundamental viewpoint, history of mathematics can be seen as a resource for mathematics education research, whether to better understand the “raison d’être” and conceptual difficulties associated with specific notions, or to shed light on the rules of the mathematical game. The dialogue between two different research fields – mathematics education research and history of mathematics – has played a significant role for standard theoretical constructs in mathematics education research, and should be furthered.

### **Relevance**

Connecting with the history of mathematics can improve mathematics education at all levels. While mathematics is central to our modern society, and although a mathematically literate citizenry is essential to a country’s vitality, this TSG will foster an appreciation that historical and epistemological issues of mathematics are also worth studying.

In this wider context, history and epistemology of mathematics have a yet more important role to play in providing a more robust education of the community. This is most important, and especially today where many countries are concerned about the level of mathematics that their students are attaining and about students’ decreasing interest in mathematics at a time when the need for both technical skills and a broader education is rising.

### **Themes of interest**

The program of TSG 5.4 will be structured

around the following main themes:

1. Theoretical and/or conceptual frameworks – in particular from general mathematics education research – for integrating history in mathematics education;
2. Connections between mathematics education research and history of mathematics, construed as distinct but mutually enlightening research fields;
3. Empirical research in history and epistemology implemented in mathematics education: Classroom experiments and teaching materials, considered from various perspectives; e.g., cognitive, didactical, pedagogical, affective, etc.;
4. Analyses of the history of mathematics as it appears in curricula, textbooks or online resources;
5. The role of original sources in the classroom, and their educational effects;
6. The use of digital technologies to support a role for the history of mathematics in the teaching and learning of mathematics;
7. History and epistemology as tools for an interdisciplinary approach in the teaching and learning of mathematics and the sciences by unfolding their productive interrelations and
8. Mechanisms studied to fruitfully connect cultures and mathematics.

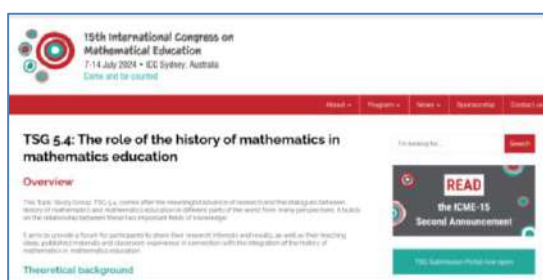
Every effort will be made to allow researchers to present their work and get fruitful feedback from the discussion, while

stimulating the interest of newcomers to this field, including classroom teachers, by giving them the opportunity to get a broad overview on the state-of-the-art in this area.

Of course, the discussion within the TSG refers to all levels of education – from primary school to tertiary education, including in-service teacher education – preferably on work and conclusions based on actual classroom experiments and/or the development and use of teaching and learning materials. Discussion will allow participants to share perspectives and experiences to jointly address some of the key issues associated with productive partnerships between the history of mathematics and mathematics education, as well as bridging some of the theory and practice gaps observed in the past.

### To join the TSG webpage:

<https://icme15.org/icme-15-scientific-program/topic-study-groups/tsg-5-4-the-role-of-the-history-of-mathematics-in-mathematics-education/>



## VII CONGRESO IBEROAMERICANO DE HISTORIA DE LA EDUCACIÓN MATEMÁTICA

21-23 November, 2023  
Costa Rica

[information in Spanish]

<http://eventos.una.ac.cr/go/cihem>



Se convoca al VII Congreso Iberoamericano de Historia de la Educación Matemática (CIHEM), organizado por la Escuela de Matemática de la Universidad Nacional, Costa Rica. El Congreso Iberoamericano de Historia de la Educación Matemática (CIHEM) es un evento académico y científico bianual cuyo propósito radica en la consolidación de una comunidad amplia y con diversidad de intereses en esta temática. En las distintas ediciones del CIHEM han convergido grupos de personas investigadoras, educadoras, matemáticas, historiadoras o una integración total o parcial de estas, con la finalidad de divulgar resultados de investigación de alto impacto obtenidos por iniciativas institucionales o individuales de distintas universidades.

El CIHEM se ha celebrado en Portugal (Covilhã, 2011), México (Cancún, 2013), Brasil (Belém do Pará, 2015), España



(Murcia, 2017), Colombia (Bogotá, 2019) y Venezuela (Virtual, 2021), espacios donde se ha constatado el incremento de los estudios sobre Historia de la Educación Matemática en el ámbito iberoamericano. La séptima edición del CIHEM se llevará a cabo en Costa Rica (Heredia, 2023), de forma presencial con algunos espacios virtuales, y es organizado por la Escuela de Matemática de la Universidad Nacional.

El interés sobre la Historia de la Educación Matemática, y otras disciplinas cercanas a esta, se ha manifestado a través de la implicación en comisiones internacionales, la formación y consolidación de grupos de trabajo y de investigación, la edición de números especiales en revistas de investigación, e incluso la aparición de revistas específicas. La Historia de la Educación Matemática es un área de investigación y de práctica profesional que ha venido experimentando un gran desarrollo a nivel internacional. La integración de la Historia de la Educación Matemática en la enseñanza y el aprendizaje de las matemáticas, en los diferentes niveles y modalidades educativas, ha logrado resultados importantes para la formación inicial y permanente de personas docentes en matemáticas, así como para su desarrollo profesional docente en las escuelas.

### **OBJETIVOS DEL VII CIHEM**

El VII Congreso Iberoamericano de Historia de la Educación Matemática en Costa Rica impulsará el logro de los siguientes objetivos:

- Profundizar en el intercambio de ideas entre personas investigadoras de la Historia de la

- Educación Matemática en América Latina, en Portugal y en España.
- Difundir los resultados que se han obtenido con las investigaciones sobre la Historia de la
- Educación Matemática en diferentes países de Iberoamérica.
- Promover la creación de grupos de trabajo internacionales, a través de la colaboración en
- proyectos de investigación colectiva.
- Analizar el estado actual de este campo de investigación en auge y sus perspectivas de
- futuro.

### **EJES TEMÁTICOS**

El congreso contempla los siguientes ejes temáticos:

- Avances en la investigación en Historia de la Educación Matemática.
- Metodologías de investigación en Historia de la Educación Matemática.
- Centros de estudio y documentación: experiencias y organización.
- Fuentes para el estudio de la Historia de la Educación Matemática: manuales y libros para el profesorado y el alumnado, cuadernos, trabajos de alumnos, exámenes, material didáctico, ilustraciones.
- Génesis de la Historia de la Educación Matemática como campo disciplinar y de investigación.

- La Historia de Educación Matemática en la Educación Matemática.
- La profesionalización de las personas docentes en matemáticas: formación, selección y carrera docente.

### **PROGRAMA CIENTÍFICO**

El programa científico incluye conferencias, mesas de discusión, presentación de comunicaciones breves, talleres y pósteres. Las diferentes actividades del VII CIHEM se realizarán de manera presencial, con algunos componentes virtuales. Las propuestas podrán presentarse en español y portugués.

### **ENVÍO DE COMUNICACIONES**

Las comunicaciones breves deberán ser trabajos originales, sobre temas coincidentes con algunos de los ejes temáticos del congreso.

Las propuestas de comunicaciones breves deberán ser enviadas a través de la plataforma del congreso en los plazos establecidos, con una extensión entre 10 y 15 páginas, en formato Word, según la estructura mostrada en la Plantilla para comunicaciones.

**Las propuestas de comunicaciones breves deberán enviarse desde el 15 de abril y a más tardar el 31 de julio de 2023.**

El número de personas autoras de cada trabajo no podrá ser mayor a tres.

El número de trabajos en que puede estar un mismo autor no podrá ser mayor a tres.

Los trabajos serán sometidos a una revisión anónima por pares.

En el proceso de revisión por pares, se valorarán especialmente los siguientes aspectos: (a) relevancia del tema, (b)

propósito u objetivos del estudio, (c) referencial teórico y metodológico, (d) descripción y discusión de resultados, (e) bibliografía relacionada, (f) redacción y (g) estructura del trabajo.

El comunicado de la aceptación, aceptación con modificaciones o rechazo de las propuestas a sus autores se realizará de forma continua, conforme se vayan determinando.

Para que un trabajo aceptado sea incluido en la programación del VII CIHEM, todas las personas autoras deberán registrarse como participantes del evento y pagar la cuota de inscripción correspondiente. El certificado de ponente sólo se le otorgará a la persona expositora.

### **ENVÍO DE TALLERES**

Las propuestas de talleres deberán contemplar un desarrollo en dos sesiones de trabajo, con una duración de 90 minutos cada una.

Los talleres deberán abordar y promover ideas vinculadas a alguno de los ejes temáticos del congreso, promoviendo una participación más activa de las personas asistentes.

Las propuestas de talleres deberán ser enviadas a través de la plataforma del congreso (enlace) en los plazos establecidos, con una extensión entre 5 y 8 páginas, en formato Word, según la estructura mostrada en la Plantilla para talleres.

Los talleres deben ser específicos en cuanto a la forma en que serán desarrollados, indicando el cupo, la forma de organización del grupo, los recursos requeridos, el material concreto a utilizar y la descripción de las actividades que se realizarán.

**Las propuestas de talleres deberán enviarse a partir del 15 de abril y a más tardar el 31 de julio de 2023.**

El número de personas autoras de cada taller no podrá ser mayor a dos.

El número de trabajos en que puede estar un mismo autor no podrá ser mayor a tres.

Los trabajos serán sometidos a una revisión anónima por pares.

En el proceso de revisión por pares, se valorarán especialmente los siguientes aspectos: (a) relevancia del tema, (b) propósito del taller, (c) referencial teórico y metodológico, (d) descripción de actividades y resultados esperados, (e) bibliografía relacionada, (e) redacción y (f) estructura del taller.

El comunicado con la aceptación, aceptación con modificaciones o rechazo de las propuestas a sus autores se realizará de forma continua, conforme se vayan determinando.

Para que un taller aceptado sea incluido en la programación del VII CIHEM, todas las personas autoras deberán registrarse como participantes del evento y pagar la cuota de inscripción correspondiente. El certificado de ponente sólo se le otorgará a la persona expositora.

## **ENVÍO DE PÓSTER**

Las propuestas de póster deberán ser trabajos originales de temática coincidente con algunos de los ejes temáticos indicados para el evento.

Las propuestas deberán ser enviadas a través de la plataforma del congreso (enlace en elaboración) en los plazos establecidos.

**Las propuestas de póster deberán enviarse del 15 de abril al 31 de julio de 2023.**

El número de personas autoras de cada póster no podrá ser mayor que tres.

El número trabajos en que puede estar un mismo autor no podrá ser mayor a tres.

Los trabajos serán sometidos a una revisión anónima por pares.

En el proceso de revisión por pares, se valorarán especialmente los siguientes aspectos: (a) relevancia del tema, (b) propósito del póster, (c) referencial teórico y metodológico, (d) descripción y discusión de resultados, (e) bibliografía relacionada, (e) redacción, y (f) estructura del póster.

La comunicación de la aceptación, aceptación con modificaciones o rechazo de las propuestas a sus autores se realizará de forma continua.

Para que un póster aceptado sea incluido en la programación del VII CIHEM, todas las personas autoras deberán registrarse como participantes del evento y pagar la cuota de inscripción correspondiente.

Los pósteres se exhibirán durante el evento únicamente de manera presencial.

El material para la exposición del póster deberá ser aportado por las personas autoras y entregado a la organización el primer día del evento durante el registro de asistentes.

El diseño del póster deberá incluir el logo del evento y considerar el formato establecido por la organización (en preparación).

## **CALENDARIO DE LAS PROPUESTAS**

Envío de las propuestas hasta 31 de julio de 2023. La notificación de la aceptación, aceptación con modificaciones o rechazo de la comunicación, se realizará una vez finalizado el proceso de selección, antes del 15 de septiembre de 2023. Los autores, en su caso, realizarán las oportunas modificaciones y enviarán la versión

definitiva antes de 30 de septiembre de 2023.

### **EDICIÓN DE ACTAS**

Está previsto la edición electrónica de un libro de Memorias.

#### **Publicación en la revista PNA**

El Comité Científico seleccionará algunos de los trabajos presentados para ser sometidos como posibles artículos en un número monográfico de la revista *PNA* del Departamento de Didáctica de la Matemática de la Universidad de Granada, España. Los trabajos seleccionados deberán cumplir los procesos de revisión y edición que estipule la revista.

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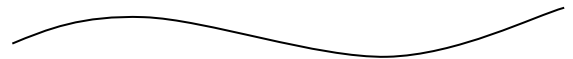
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## A note from the Editors

The Newsletter of HPM is primarily a tool for passing along information about forthcoming events, recent activities and publications, and current work and research in the broad field of history and pedagogy of mathematics. The Newsletter also publishes brief articles which they think may be of interest. Contributions from readers are welcome on the understanding that they may be shortened and edited to suit the compass of this publication.