



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

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

<https://hpm.sites.uu.nl/>

NOTE FROM THE CHAIR

Dear colleagues,

The upcoming summer and early fall are plenty of interesting activities related to our group. ESU10, ICHME9 and the II Summer School of CIHEM were already announced in past issues of this Newsletter. This new issue includes information about the HPM Americas Section Fall Symposium which adds to the list.

You can also read a final announcement about ESU10 which hopefully will start very soon after you read these lines. We must thank Marc Moyon and Hélder Pinto for their work chairing this Summer School, and coordinating the Organizing and Scientific Committees. I am sure that it will be a success. In forthcoming issues of the Newsletter, we will provide a chronicle of the event.

It is important to celebrate these gatherings and, when compared with other topics, I feel that we have a lot of options to share our work and to meet colleagues with similar interests. ESU takes place every four years, and so does the HPM Satellite conference. ICHME is biennial and it intertwines with them. Thus, we can get together virtually every year. These conferences and summer schools put together teachers and researchers that, despite having different backgrounds (mathematicians, teacher educators, mathematics education researchers, historians of mathematics, etc.), share a common interest in the interplay between historical aspects of mathematics and the teaching of the discipline. In this sense, they are “closed” events.

The fact that the HPM community brings together people with different backgrounds shows, in fact, that our field has the potential to fruitfully connect and enrich these fields. However, it sometimes seems that these relations are not always clearly perceived by the broader communities of researchers and practitioners of those fields.

Whatever the reasons, I think that we must try to do our best to communicate this potential by also actively participating in events not solely devoted to HPM topics. One such example is the series of CERME conferences (see the information in this Newsletter) that address the wider community of researchers in mathematics education. That is a good venue to show what HPM has to offer to that field, but it is just an example. History of mathematics education can be made visible in conferences about the history of mathematics. The use of original sources can find its place in conferences about undergraduate mathematics education, etc.

This does not mean that our research is not valuable in itself. Quite on the contrary. But by trying to have impact on other research areas, we might also enrich and widen our field of work. Thus, I am looking forward to seeing you in Aveiro and at forthcoming HPM conferences, but also in other events of a wider scope.

In the meantime, I wish you all a good summertime.

Antonio M. Oller Marcén

MAA CONVERGENCE

New Classroom Resources from MAA Convergence

MAA Convergence, the MAA's refereed online journal for the use of the history of mathematics to teach mathematics, is happy to announce several new articles that have appeared in 2026 at its home within the MAA suite of journals published by Taylor & Francis (T&F): <https://maa.tandfonline.com/journals/ucnv20>.

We have continued two series of articles under the supervision of current and former associate editors. The first is “Historically Speaking,” by associate editor Betty Mayfield, in which experts are invited to comment on reprinted articles from a column edited by Philip Jones and Howard Eves that was published in NCTM's *The Mathematics Teacher* in the 1950s. In this installment, “A New Ballad of Sir Patrick Spens,” Michigan Technological University professors Andrew Fiss and Laura Kasson Fiss contextualize a parody poem (accompanied by amusing drawings) about Euclid I.1 that was written by Sir Arthur Quiller-Couch (under the pseudonym “Q”) in 1898.



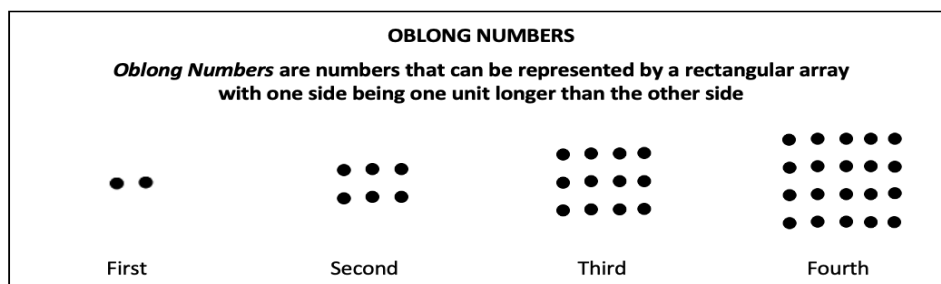
Quiller-Couch drew a “rider on proposition 1” to accompany his ballad.

Second, former associate editor Mike Molinsky added an essay to his series of “Quotations in Context.” Although Herbert George Wells is usually recognized today only for his pioneering contributions in science fiction, he also published extensive non-fiction writings. Molinsky examines two of these essay collections (which appeared between 1901 and 1903) in order to develop the background and context for a statement attributed to Wells: “Statistical thinking will one day be as necessary for efficient citizenship as the ability to read and write.” As with all the installments in this series, mathematics instructors might share the intriguing story to engage students’ interest; prompt students to think about and discuss the potential problems that arise from too much reliance on tertiary sources; or use the background of the quotation to instigate student research projects.

Many readers of *MAA Convergence* will know that past co-editor Janet Heine Barnett was a lead PI with the NSF-funded multi-year grant initiative TRIUMPHS (TRansforming Instruction in Undergraduate Mathematics via Primary Historical Sources). Between 2015 and 2022, members of the TRIUMPHS team generated [approximately 100 classroom modules](#) that remain freely available to instructors of mathematics to teach topics across the curriculum at the secondary and tertiary levels based on guided close readings of primary historical sources, paired with carefully crafted student tasks that aim to engage students in making sense of the mathematical content of these source readings. In a

new retrospective article, “TRansforming Instruction in Undergraduate Mathematics via Primary Historical Sources: Looking to the future, with an eye on the past,” Barnett and fellow PI Kathy Clark assess the development and classroom implementation of these projects. In addition to considering the standards by which certain historical or mathematical topics might be considered more or less successful, they suggest directions for future preparation of Primary Source Projects, including the work of the recently-established [TRIUMPHS Society](#) (where the acronym represents “TRansforming Instruction: Understanding Mathematics via Primary Historical Sources”), instituted to carry on the work of the original grant (itself only the latest in a long line of initiatives with grant funding to produce freely-available mathematics lessons based on the use of primary historical source materials).

Barnett has also provided *MAA Convergence* readers with several resources that she has created in decades of teaching undergraduates, and especially pre-service mathematics teachers. In “Some Brief (and Not-so-Brief) Ideas for Bringing History into the Mathematics Classroom,” Barnett shares insights about incorporating the history of mathematics throughout the mathematics curriculum. She offers several concrete ideas for classroom work, from quick references to quotations and historical problems related to algebra through more substantive explorations of topics in elementary algebra. Note that the length and format of these supplements might also serve as models for creating readers’ own historically-focused classroom activities.



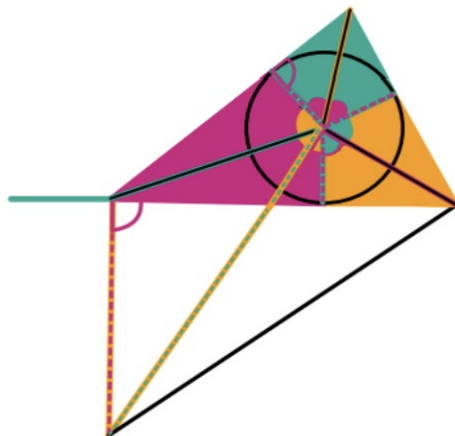
An illustration of oblong numbers from one of Barnett’s student worksheets, “Pythagorean Patterns: Figuring out the Figurate Numbers.”

One service that *MAA Convergence* has long sought to provide its readers, but has done only infrequently, is to offer translations of significant mathematical works that have yet to be shared in the literature. Recently, Robert E. Bradley and Salvatore J. Petrilli of Adelphi University and Patrick J. Wallach of Queensborough Community College prepared an English translation and analysis of an 1826 work by François-Joseph Servois (1767–1847) in “Servois’ 1826 On the Theory of Parallels, with an English Translation.” This work by Servois investigated the possibility of proving Euclid’s Parallel Postulate—one of the last such works before it became widely known, through the “invention” of hyperbolic geometry (independently) by Lobachevsky, Bolyai and others, that it would be impossible to do so. The authors also present useful suggestions for how Servois’ work can be used in today’s classrooms to investigate the Parallel Postulate and its independence from Euclid’s other axioms.

In addition, we have made available a new translation into Spanish of an English-language article originally published in *Convergence* in 2004 by Rick Faloony, “Teaching Leonardo: an integrated approach.” Translated by former associate editor Ximena Catepillán (with assistance from Samuel Navarro), this publication helps to widen our readership into the Hispanic world. The paper presents an interdisciplinary project for high school students that explores the art, mathematics, and science found in the work of Leonardo da Vinci.

In the weeks to come, readers can expect to see the publication of the winning paper from the final HOM SIGMAA Student Paper Contest in 2025. Jenna Slusser (California State University, Monterey Bay) won the contest with her article, “Heron’s Formula: A Visual Proof in the Style of Oliver Byrne,”

in which she adapts the popular style of presentation that Oliver Byrne (1810–1880) applied in his famous 1847 edition of *The Elements of Euclid* to the later and rather sophisticated proof by Heron of Alexandria of his method for determining the area of a triangle from its side lengths. We hope you enjoy Slusser’s application of Byrne’s techniques and consider trying it with your own students. We get the following figure:



One of the diagrams from Slusser’s Byrne-inspired proof of Heron’s Formula.

MAA’s former website was taken offline in June 2026, which means that *MAA Convergence*’s articles published between 2004 and 2024 are currently available only through the [Wayback Machine of the Internet Archive](https://www.waybackmachine.org/). At this writing, we are finalizing PDF versions of our back catalog of articles for transmission to T&F, who will then add them to the journal’s current location (<https://maa.tandfonline.com/journals/ucnv20>). The conversion process will likely continue until the end of 2026; we will send out announcements when these articles have been posted. We are also working on plans to continue and re-envision *MAA Convergence*’s large collection of Mathematical Treasures. Stay tuned for how you might contribute to that effort.

In the meantime, *MAA Convergence* continues to seek submissions through our [T&F portal](#). Descriptions of the types of articles we consider are provided in the journal’s [Aims & Scope Statement](#). Interested in contributing or need help getting your ideas ready for submission? We’d love to hear from you at convergence@maa.org!

Finally, we remind readers that HOM SIGMAA Electronic Resources Coordinator Bud Boman has assumed the management of *MAA Convergence*’s long-running calendar of events relevant to the history of mathematics and its use in teaching. Visit <https://homsigmaa.net/>, click on MENU in the upper-right corner, and select [History of Mathematics Events Calendar](#). Listings may be sent to historyofmathcalendar@gmail.com for addition to the Calendar.

Daniel E. Otero
Xavier University (USA)

Amy Ackerberg-Hastings
Independent Scholar (USA)

Editors, *MAA Convergence*

TRIUMPHS Society Updates

As previously shared in this newsletter, the [TRIUMPHS Society](#) ([TRansforming Instruction: Understanding Mathematics via Primary Historical Sources](#)) seeks to bring together practitioners and others interested in the use of primary historical sources in the teaching and learning of mathematics. In support of its goals, the Society has now held two installments of its recently launched a Primary Source Virtual Reading Group (VRG), featuring Book II of Euclid's *Elements* and Book III of Isidore of Seville's *Etymologies*, respectively. Session 1 of each meeting was held on a Friday afternoon and began with a brief introduction about the author and text. Participants across four time zones were then divided into breakout groups of 3–4 people to read selections from the featured source. These small-group discussions were interspersed with time for collective check-ins and participant-driven exploration. Session 2, held on the subsequent Saturday morning, followed a similar plan, but with participants explicitly prompted to reflect on the pedagogical value of the source, a topic to which the entire group returned at the closing discussion.

The Society plans four VRG meetings annually in sessions designed to work through texts that are not very well-known but speak to core mathematical ideas. The featured sources and dates for the remaining 2026 installments will be:

- Brahmagupta's *Brāhmasphuṭasiddhānta*, to be held July 17-18, 2026; and
- Omar Khayyam's *Algebra* (on cubic equations), to be held October 23-24.

No advanced reading or preparation is required, but participants must be current members of the TRIUMPHS Society.

Our peer-reviewed journal, *Annals of the TRIUMPHS Society*, has also recently completed publication of a Special Legacy Issue which features 16 Primary Source Projects (PSPs) that were developed with previous support from the US National Science Foundation. These freely-available projects cover a variety of topics for use in courses in discrete mathematics, computer science, combinatorics, and linear algebra. As they previously appeared in the Mathematical Association of America's (MAA) online journal *Convergence*, an article highlighting the collection can also still be accessed (but for a limited time only!) through the old MAA [website](#).

Additionally, *The Annals* is currently accepting submissions for its regular 2027 annual issue, and invites new classroom-ready PSPs, as well as artifacts related to the development of or that support the implementation of such projects and articles on the scholarship of teaching and learning with primary sources. Submissions are accepted (and will be published) on a rolling basis. If a topic is related to teaching mathematics with primary sources, then it is potentially of interest to the journal—*please consider submitting your own work in this exciting field for publication!* For more information about publishing in *The Annals*, visit the [“For Authors” page](#) of the journal's website.

Membership in the TRIUMPHS Society is only US\$12 per calendar year and allows for participation in all Society events. However, membership is *not* required to access or submit to the *Annals*.

Questions? Contact the Mersennes Outreach Coordinator [Janet Heine Barnett](#), or any [Society officer](#).

Janet Heine Barnett

Colorado State University Pueblo (emerita)

Special Issue REMATEC (Brazil)

“Situated Histories of Mathematics and Their Teaching”

The latest issue of the journal *REMATEC* (2026), coordinated by Marc Moyon (France and Portugal) and Wagner Rodrigues Valente (Brazil), is a special issue that explores the historiographical transformations within the history of mathematics and mathematics education. Rooted in long-term Franco-Brazilian scientific cooperation, specifically tied to the CAPES-COFECUB project running from 2024 to 2028¹, the volume treats mathematics not merely as an abstract body of work, but as situated practices deeply shaped by specific institutional, material, and cultural contexts.

The volume features contributions stemming from two 2025 scientific events in France (Paris² and Limoges³). It is structured around four major thematic axes:

- **Local Histories, Institutions, Archives, and Scholarly Communities:** This section leverages digital tools and personal or institutional archives to highlight localized scientific networks. Contributions include a study on the development of mathematics in Nantes using a collaborative database, an exploration of Paulus Gerdes’ ethnomathematics archives in Mozambique, and an analysis of teachers’ personal archives in Brazil.
 - Jenny BOUCARD & Anne-Sandrine PAUMIER, “Écrire une histoire des mathématiques à Nantes (1962-1980) : Structurer et mettre en relation de données d’archives hétérogènes”, [10.37084/REMATEC.1980-3141.2026.n57.e2026001.id856](https://doi.org/10.37084/REMATEC.1980-3141.2026.n57.e2026001.id856)
 - Luc TIENNOT, “Les archives de Paulus GERDES à l’Université Pédagogique de Maputo : récit d’une expérience personnelle”, [10.37084/REMATEC.1980-3141.2026.n57.e2026002.id857](https://doi.org/10.37084/REMATEC.1980-3141.2026.n57.e2026002.id857)
- **Reforms, Materials, and Teaching Practices:** Focusing on the materiality of mathematical knowledge, this section explores how curriculum reforms manifest in physical objects. It examines pedagogical patents filed during the “modern mathematics” reform era (1950–1980) and analyzes the pioneer work of Léa Fagundes on computer-assisted learning in Brazil.
 - Denise Medina França & Edilene Simões Costa dos Santos, “Arquivos pessoais de professores como fonte de pesquisa para a História da educação matemática”, [10.37084/REMATEC.1980-3141.2026.n57.e2026003.id858](https://doi.org/10.37084/REMATEC.1980-3141.2026.n57.e2026003.id858)
 - Thomas Preveraud, “Inventions pédagogiques et réforme des mathématiques modernes (1950-1980)”, [10.37084/REMATEC.1980-3141.2026.n57.e2026004.id859](https://doi.org/10.37084/REMATEC.1980-3141.2026.n57.e2026004.id859)

¹ Past Project CAPES-COFECUB Sh807-14: “Mathematics teaching in primary school, 19th-20th centuries: comparative studies, Brazil-France” (2013–2017).

Ongoing Project CAPES-COFECUB Ma1015/24: “The production, circulation, and appropriation of mathematics and/by their history for teaching and teacher training in France and Brazil, 20th century” (2024–2028).

² <https://indico.math.cnrs.fr/event/14738/contributions/>

³ https://www.irem.unilim.fr/colloque_2025.html

- Maria Cecilia Bueno Fischer, Elisabete Zardo Búrigo, Andressa Rodrigues da Silva, “Construindo o acervo pessoal da professora Léa Fagundes, uma pesquisadora da aprendizagem e da cognição”, [10.37084/REMATEC.1980-3141.2026.n57.e2026005.id860](https://doi.org/10.37084/REMATEC.1980-3141.2026.n57.e2026005.id860)
- **History, Training, and Epistemology:** This section addresses the integration of history into teacher training. It includes a diachronic study of the place of history in French secondary education up to 2025, alongside an investigation into Guy Brousseau’s integration of quantitative methods and statistics into teacher education during the 1990s.
 - Marc Moyon, “Former avec ou sans histoire ? Enjeux épistémologiques et institutionnels pour l’enseignement des mathématiques en France (1989-2025)”, [10.37084/REMATEC.1980-3141.2026.n57.e2026006.id861](https://doi.org/10.37084/REMATEC.1980-3141.2026.n57.e2026006.id861)
 - Thomas De Vittori, “Les méthodes quantitatives dans les écrits de Guy Brousseau”, [10.37084/REMATEC.1980-3141.2026.n57.e2026007.id862](https://doi.org/10.37084/REMATEC.1980-3141.2026.n57.e2026007.id862)
- **Transnational Circulations and Plural Epistemologies:** Moving beyond national borders, these articles explore global circulations, particularly the institutionalization of mathematics education in Brazil through the archives of Ubiratan D’Ambrosio and the GEPEM research group. It also features an examination of D’Ambrosio’s non-Western, inclusive historiography.
 - Adriana Nogueira de Oliveira, Wagner Rodrigues Valente, Ana Carolina Costa Pereira, « Ensino de Ciências e Matemática no Brasil: um estudo sobre os saberes iniciais e sua constituição a partir do Arquivo Pessoal Ubiratan D’Ambrosio », [10.37084/REMATEC.1980-3141.2026.n57.e2026008.id863](https://doi.org/10.37084/REMATEC.1980-3141.2026.n57.e2026008.id863)
 - Wagner Rodrigues Valente, “Educação Matemática como campo científico no Brasil: estudos a partir do APUA e do GEPEM”, [10.37084/REMATEC.1980-3141.2026.n57.e2026009.id864](https://doi.org/10.37084/REMATEC.1980-3141.2026.n57.e2026009.id864)
 - Iran Abreu Mendes, “Ubiratan D’Ambrosio e sua proposta historiográfica para uma ciência não Ocidental”, [10.37084/REMATEC.1980-3141.2026.n57.e2026010.id865](https://doi.org/10.37084/REMATEC.1980-3141.2026.n57.e2026010.id865)

Ultimately, this special issue offers a connected, pluralistic, and reflective vision of the discipline, emphasizing that the history of mathematics is an essential tool for understanding the social, political, and intellectual conditions under which mathematical knowledge is constructed and transmitted.

Marc Moyon
 Université de Limoges (France) & Universidade de Aveiro (Portugal)

HPM Americas Section Fall Symposium

The leadership group of the HPM Americas Section is pleased to announce that it will hold a virtual symposium this coming Fall:

- **Friday, September 11, 3 pm – 5 pm Pacific (6 pm – 8 pm Eastern)**
- **Saturday, September 12, 8:45 am – 11:45 am Pacific (11:45 am – 2:45 am Eastern)**

The symposium will feature five invited speakers (two on Friday and three on Saturday) with 45-minute time slots allotted for each talk (to include questions/discussion and some transition time to the next speaker). Friday's session will begin with a short introduction from the HPM Americas leadership group, while Saturday will conclude with a discussion of "what's next" for the section. There will also be some optional social time scheduled on each day for those who want to catch up with others attending the symposium.

The Americas Section of HPM was informally established as an affiliate of the international HPM study group in the early 1980s and adopted a formal constitution in 1993. Past chairs of the group have included long-term HPM members Florence Fasannelli, V. Frederick Rickey, Charles Jones, Victor Katz, and Robert Stein. For many years, the section held annual meetings in the US in conjunction with national meetings of the National Council of Teachers of Mathematics (NCTM), during regional meetings of the American Mathematical Society (AMS), or simply as stand-alone events. Unsurprisingly, HPM America's activities came to a standstill during the covid pandemic; unfortunately, those activities have not yet resumed. The Fall virtual symposium is thus an attempt to reverse this situation—a revival meeting for HPM Americas, so to speak.

Of course, the landscape has changed significantly for the history of mathematics and its use in teaching since HPM America's early days. In particular, there are now numerous organizations in the western hemisphere (e.g., HOM SIGMAA, CSHPM, TRIUMPHS Society) that are dedicated to the HPM field, or at least some part of it. As the HPM Americas leadership has been discussing the possibility of reviving the Americas section, the question of what we may offer that isn't already available to those interested in using history to teach mathematics has been much on our mind. Our motivation in offering this Fall's symposium is in part an exploration of this question. An important aspect of the answer we are forming, however, is that the "P" of "HPM" should be the primary focus—of the group, of our revival meeting, and of any future efforts that grow out of it.

Accordingly, our slate of invited speakers will be sharing their vast experience and expertise with the *pedagogy* of using the history of mathematics in its teaching from a variety of different perspectives.

For more information on the full speaker slate (currently being confirmed) or about HPM Americas in general, contact janet.barnett@csupueblo.edu.

Janet Heine Barnett
Colorado State University Pueblo (emerita)

CERME 15: Thematic Working Group 12

History in Mathematics Education

Leader: Antonio M. Oller-Marcén (Spain), oller@unizar.es

Co-leaders: Wendy Goemans (Belgium), Tanja Hamann (Germany), Bjørn Smestad (Norway), Marianne Thomsen (Denmark)

Scope and focus of the Working Group

History of mathematics in mathematics education, and history of mathematics education continue to receive much attention. Although empirical research and coherent theoretical/conceptual frameworks within this area have emerged relatively recently, there exists an increasing interest in these lines of work. The purpose of this CERME TWG is to provide a forum to approach mathematics education in connection with history and epistemology.

Call for papers and poster proposals

TWG12 welcomes proposals for both empirical and theoretical research papers, and posters, related to one or more of the following issues — although any paper or poster of relevance to the overall focus of the group will be taken into consideration. All educational levels can be considered, from early-age mathematics to tertiary education and teacher training. Ideas for international collaboration are particularly welcome:

1. Design of teaching/learning materials using history of mathematics, preferably with conclusions based on empirical data.
2. Research on the existing or possible roles of history or epistemology in curricula, textbooks, and/or classrooms practice.
3. Research on history of mathematics education and/or the relevance of mathematics education in society at the time.
4. Connections and interplay between mathematics education and history of mathematics: theoretical and methodological issues.

We expect that some of the papers may be presented in the form of a workshop during the conference, depending on the available time and suitability of the research, and on the willingness of the authors. The group leaders will approach the authors in due time regarding this possibility.

Papers and poster proposals *must use the CERME template*, and conform to the guidelines at <https://www.cerme15.org/>. CERME 15 uses an electronic submission system <https://www.conftool.pro/cerme15/>. The authors submit the initial version of their paper on the website (uploading it both as a .doc and a .pdf file, and providing the required information, in particular the TWG number).

Reviews and decisions

Each paper will be peer-reviewed by two persons from among those who author papers within this TWG. All co-authors can be asked to review up to two papers. The group leaders will make the decisions concerning acceptance of posters.

Important dates: See <https://www.cerme15.org/> for other important dates.

ESU10: The 10th European Summer University on History and Epistemology in Mathematics Education

We are delighted to introduce the upcoming **10th European Summer University on History and Epistemology in Mathematics Education (ESU10)**, which will take place from **July 20-24, 2026**, at the Department of Mathematics of the University of Aveiro, Portugal. Organized in close cooperation with the international HPM group, this prestigious tenth edition is honored to be held under the high patronage and support of **UNESCO (Comissão Nacional Portuguesa)**. The roots of this scientific event date back to the early 1980s, originating from an initiative of the French mathematics education community through the *Instituts de Recherche sur l'Enseignement des Mathématiques* (IREM). The success of these national meetings led to the creation of a Summer University on a truly European scale. The very first official ESU was organized in Montpellier (France) in 1993. Since then, the European Summer University has travelled across the continent, being successfully hosted in Braga (Portugal, 1996), Louvain-la-Neuve and Leuven (Belgium, 1999), Uppsala (Sweden, 2004), Prague (Czech Republic, 2007), Vienna (Austria, 2010), Copenhagen (Denmark, 2014), Oslo (Norway, 2018), and Salerno (Italy, 2022). Fully integrated into the core activities of the HPM international group, the ESU has been organized every four years since 2010, alternating every two years with the HPM Satellite Meeting of ICME to ensure a steady rhythm of major international gatherings for the community.

A Truly Global Gathering

ESU10 has established itself as an exceptionally international and vibrant event. For this tenth edition, **more than 180 participants from over 30 different countries** have registered to share their expertise, research, and classroom experiences. The official languages of the conference are English, Portuguese, and French, ensuring a multicultural and inclusive forum for dialogue. Crucially, to maximize the impact and local dissemination of ESU's research and findings, the event has also been officially accredited in the formal training plan for Portuguese mathematics teachers. Furthermore, with the financial support of the **ICHM** (International Commission for the History of Mathematics) and the **DLMPST** (Division for Logic, Methodology and Philosophy of Science and Technology / International Union of History and Philosophy of Science and Technology), the organization of ESU10 will waive the registration fee for 12 students and early career researchers (ECRs, researchers at the beginning of their academic or professional careers).

Themes and Content

The scientific program and activities of ESU10 are structured around seven comprehensive core topics that bridge historical mathematical heritage with modern pedagogical practices:

1. Integrating history and historical epistemology of mathematics in mathematics education.
2. Integration of the history of mathematics in classrooms (including curricula, textbooks, and original sources).
3. History of mathematics in pre-service and in-service teacher education.
4. Mathematics and its relation to science, technology, and the arts, focusing on socio-cultural aspects and interdisciplinary teaching.
5. Topics in the history of mathematics education.
6. Mathematics and cultures.
7. History of mathematics in Portuguese-speaking countries.

Program and Organization Structure

The week-scale schedule is highly intensive and varied, featuring diverse formats to maximize engagement:

- **Plenary Lectures:** Prominent scholars will deliver inspiring talks, including Évelyne Barbin (France), Samuel Gessner (Portugal), Jean Michel Delire (Belgique), Karolina Karpińska (Poland), Henrique Leitão (Portugal), Alain Bernard (France), Fàtima Romero Vallhonesta (Spain), and Snezana Lawrence (Great Britain).
- **Panel Discussion:** A special panel organized by Michael N. Fried (Israel) will address “*The Place of History and Pedagogy of Mathematics in Mathematics Education Research*”.
- **Workshops (1.5-hour and 2-hour sessions):** Hands-on sessions will invite participants to manipulate historical computing instruments, work with ancient primary sources, and experiment with theatrical tools or tasks from textbooks.
- **Oral Presentations & Short Oral Presentations:** Dozens of parallel research papers and progress reports will cover specialized topics ranging from medieval algebra to 20th-century educational reforms.
- **Recreational and Community Activities:** The program includes a Round Table and an interactive *Mathematical Circus* dedicated to recreational mathematics throughout history, as well as social walks and a conference dinner.

Access Full Information Online

The complete scientific program, the full Book of Abstracts, and the official list of registered participants are available on the ESU10 website. Attendees and researchers can explore all abstracts and practical information directly at: <https://esu10.sciencesconf.org/>

We look forward to welcoming you to the Department of Mathematics at the University of Aveiro for an inspiring week of research, pedagogy, and international friendship!

Marc Moyon

University of Limoges (France) & University of Aveiro (Portugal)

Hélder Pinto

Piaget Institute & University of Aveiro (Portugal)

Chairs of ESU10

Have you read these?

Bannor, Gyasi Alfred, Joseph Frank Gordon, and Yarhands Dissou Arthur. 2026. “Narrating the History of Euclidean Geometry to Improve Students’ Attitudes towards Learning Circle Theorems.” *British Journal for the History of Mathematics*, May, 1–17. doi:10.1080/26375451.2026.2651049.

Bardi, Alberto. 2026. “The philosopher, the emperor, and mathematics: Michael Psellos’s epistemology of proofs in context.” *Revista Brasileira de História da Matemática* 25(51):46–60. doi:10.47976/RBHM2025v25n5146-60.

Baxter, Emma Jane. 2026. “1930s Soviet School Mathematics Textbooks: A Reflection of Stalinist Culture and Ideology.” *British Journal for the History of Mathematics*, June, 1–25. doi:10.1080/26375451.2025.2582382.

Camacho-Ríos, Alberto, Diana del Carmen Torres-Corrales, and Jesús Eduardo Hinojos-Ramos. 2026. “Historia de un ángulo natural: El radián entre la teoría, enseñanza y práctica”. *Revista de História da Educação Matemática* 12. doi:10.62246/HISTEMAT.2447-6447.2026.12.820.

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