ICMI Column

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ICME 14 in 2020*

The first international programme committee (IPC) meeting of ICME 14 was held in Shanghai, 11–17 September 2017. Twenty-one IPC members participated in the meeting.

As a result of friendly but extensive discussions and negotiations during the meeting, the overall scientific structure of ICME 14 was determined, speakers of plenary lectures and invited lectures were nominated, and themes and teams of plenary panels, survey teams and TSGs were proposed. In contrast to previous ICMEs, it has been decided that TSGs in ICME 14 will be grouped into two classes, Class A and Class B, to be arranged into two different time slots so that more TSGs can be accommodated and participants can be more flexible in attending TSG activities. Details of the main academic activities of ICME 14 can be found at http://icme14.org (the official website of ICME 14).

The first announcement of ICME 14 was published on the official website of ICME 14 and can be downloaded from http://icme14.org/images/icme/announcemen/FirstAnnouncement.pdf.

Important information, such as submissions of proposals and papers, registration and the ICME 14 solidarity fund, has been provided in the announcement. Moreover, calls for national presentations at ICME 14 have been announced on the official website of ICME 14 http://icme14.org/ and the ICMI website https://www.mathunion.org/icmi/news-and-events/2018-08-01/call-national-presentations-icme-14-2020. Any intention to organise a national presentation at ICME 14 is warmly welcomed.

The IPC members will meet for a second time in March 2019 in order to finalise the programme and discuss issues related to the conference website system (including the registration system, the submission system and the review system), the proceedings and the venues, etc.

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* With the permission of Binyan Xiu who published it first in the November 2018 ICMI Newsletter.

ICMI-25 Study Briefing – June 2018
Mathematics teachers working and learning in collaborative groups

The set of ICMI Studies was launched in the mid-1980s and has acquired a growing importance and influence in the field. It contributes to a better understanding and resolution of the challenges that face multidisciplinary and culturally diverse research and development in mathematics education. Each study focuses on a topic or issue of prominent current interest in mathematics education. Built around an international conference, it is directed toward the preparation of a published volume intended to promote and assist discussion and action at the international, regional or institutional level.

The 25th ICMI Study has just been launched; it will focus on "Mathematics teachers working and learning in collaborative groups".

The idea of mathematics teachers working and learning through collaboration is gaining increasing attention in educational research and practice, particularly since the report on Lesson Study in Japan from the TIMSS classroom video study (Stigler, Gonzales, Kawanaka, Knoll & Serrano, 1999). Across education systems and at all educational levels, mathematics teachers work and learn through various forms of collaboration, which may contribute to their learning and development in different ways. Efforts to understand what teachers do as they work in collaborative groups, and how this leads to improvement in their practice and expertise, has led to increasing interest in examining the different activities, processes and contexts for teacher collaboration around the world. The work completed by the ICME-13 Survey Team on this theme is evidence of the considerable international interest in research on teachers working and learning through collaboration. However, the ICME-13 Survey also identified several gaps and limitations, not only in the existing research base but also in the survey's coverage of relevant topics within the theme, which highlights the need for the proposed ICMI Study.

The study's theme of teachers working and learning in collaborative groups implies a focus on teachers as they work within teams, communities, schools or other educational institutions, teacher education classes, professional development courses, and local and national networks – that is, in any formal or informal grouping. Teachers' collaborative work might also include those who support their learning and development, such as trainers or coaches, mentors and university academics. Collaboration can extend over different periods of time and can take place in face-to-face settings or at a distance. The role of online platforms and technology-enabled social networks is an additional focus in supporting "virtual" collaboration.

Because there are different ways of understanding teacher collaboration and its characteristics, enablers and consequences, the study will include multiple theoretical, methodological and contextual perspectives. It will be particularly important to solicit contributions from teachers as well as researchers, so that teachers' voices are given equal prominence in accounts of their learning. Likewise, the study will acknowledge that learning is mutual, that is, that those who work collaboratively with teachers to develop their practice are also learning from these interactions.

Some of the areas and questions that the study will investigate are:

- Conceptualising and enacting collaboration.
- Supporting and researching teachers' work and learning through collaboration.
- Goals of collaboration.
- Resources for teacher collaboration.
- Cultural and political contexts for teacher collaboration.
- Cross-cutting issues in studying and supporting teacher collaboration.

The international programme committee appointed by the ICMI executive committee is formed of the following researchers and mathematics educators with experience in this area:

- Hilda Borko (Co-Chair, Stanford University, USA).
- Despina Potari (Co-Chair, Athens State University, Greece).
- Joao Pedro da Ponte (University of Lisbon, Portugal).
- Shelley Dole (University of Sunshine Coast, Australia).
- Cristina Esteley (National University of Cordoba, Argentina).
- Rongjin Huang (Middle Tennessee State University, USA).
- Ronnie Karsenty (Weizmann Institute of Science, Israel).
- Takeshi Miyakawa (Joetsu University, Japan).
- Ornella Robutti (University of Turin, Italy).
- Luc Trouche (Ecole Normale Supérieure de Lyon, France).
- Ex Officio members: Jill Adler (ICMI President) and Abraham Arcavi (ICMI Secretary General).

The first meeting of the international programme committee will take place in Berlin, 11–14 February 2019, and a discussion document with a call for papers for the study conference will be distributed soon thereafter. The study conference is planned for January 2020.

Call For Nominations for the 2019 Felix Klein and Hans Freudenthal Awards

Since 2003, the International Commission on Mathematical Instruction (ICMI) has awarded biannually two medals to recognise outstanding accomplishments in mathematics education research:

- The Felix Klein Award, for lifelong achievement in mathematics education research.
- The Hans Freudenthal Award, for a major programme of research on mathematics education.

The Felix Klein medal is awarded for lifetime achievement in mathematics education research. This award is aimed at acknowledging those excellent senior scholars who have made a field-defining contribution over their professional life. Past candidates have been influential and have had an impact both at the national level, within their own countries, and at the international level. We have honoured in the past those candidates who have not only made substantial research contributions but have also introduced new issues, ideas, perspectives and critical reflections. Additional considerations have included leadership roles, mentoring and peer recognition, as well as the actual or potential relationship between the research carried out and improvement of mathematics education at large, through connections between research and practice.

The Hans Freudenthal medal is aimed at acknowledging the outstanding contributions of an individual's theoretically robust and highly coherent research programme. It honours a scholar who has initiated a new research programme and has brought it to maturation over the past 10 years. The research programme will be one that has had an impact on our community. Freudenthal awardees should also be researchers whose work is ongoing and who can be expected to continue contributing to the field. In brief, the criteria for this award are depth, novelty, sustainability and impact of the research programme.

See http://www.mathunion.org/icmi/activities/awards/the-klein-and-freudenthal-medals/ for further information about the awards and for the names of past awardees (to date, eight Freudenthal Medals and eight Klein Medals).

The ICMI Klein and Freudenthal Awards Committee consists of a Chair (Professor Anna Sfard) nominated by the President of the ICMI and five other members, who remain anonymous until their terms have come to an end. The ICMI Klein and Freudenthal Awards Committee is now entering the 2019 cycle of selecting awardees and is currently welcoming nominations for the two awards from individuals or groups in the mathematics education community.

Nominations for the Felix Klein Award should include the following:

1) A document (of a maximum of eight pages) describing the achievements of the nominee (e.g. their theoretical contribution and/or empirical research, leadership roles, graduate supervision and mentoring, and peer recognition) and reasons for the nomination (including a description of the nominee's impact on the field).
2) A one-page summarising statement.
3) A curriculum vitae of the nominee (of a maximum of 20 pages).

4) Electronic copies of three of the nominee's key publications.
5) Three letters of support (preferably from different countries).
6) The names and email addresses of two persons, other than the nominee themselves, who could provide further information, if needed.

Nominations for the Hans Freudenthal Award should include the following:

1) A document (of a maximum of five pages) describing the nominee's research programme and reasons for the nomination (including a description of the nominee's impact on the field).
2) A one-page summarising statement.
3) A curriculum vitae of the nominee (of a maximum of 10 pages).

4) Electronic copies of three of the nominee's key publications.
5) Three letters of support (from different countries, if possible).
6) The names and email addresses of two persons, other than the nominee themselves, who could provide further information, if needed.

All nominations must be sent by email to the Chair of the Committee (annasd@edu.haifa.ac.il, sfard@netvision.net.il) no later than 31 March 2019.

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