



*Sous-Commission Française de la Commission Internationale pour l'Enseignement des Mathématiques (CIEM)
French Subcommission of the International Commission on Mathematical Instruction (ICMI)*

Siège Social : I.H.P., 11 rue Pierre et Marie Curie, 75005 Paris
<http://www.cfem.asso.fr>
N° SIREN 407 717 735 ; N° SIRET 407 717 735 00010

ICMI News 16b: March 2011

Special issue on the Discussion Groups of "ICME-12"

A call for ICME 12 Discussion Groups

Contrary to past ICME practice, Discussion Groups for ICME-12 will be created in response to a proposal submitted by a group of up to five persons representing a diverse region of the world.

As their name suggests, Discussion Groups (DGs) are designed to gather Congress participants who are interested in discussing, in a genuinely interactive way, certain challenging, controversial or emerging issues and dilemmas of interest to an international or regional audience. The focus of DGs should be distinct from the subjects covered in the Topic Study Groups (TSG) (see TSG listing attached) but could discuss a specific issue in greater detail than that of a TSG. Each DG will be allocated two time slots of 90 minutes each during the Congress.

A proposal should include

- Description of the background and expertise of the proposed organizers
- Detailed description of the topic including anticipated aims and a rationale for the topic
- Key questions and issues for the DG to consider
- A precise description of the anticipated structure that will be used to manage the discussion during the two sessions, taking into account there will be no oral presentations in a DG except introductions by the organizers of the group to provide the background and framework for the discussion.

Application forms are available on the website (<http://icme12.org>). Members of the organizing team must conform to the ICME custom that a person may only play one major (TSG, DG, Survey Team, Panel, plenary and regular lecture) and one minor role (poster presentation & other forms of contribution to the scientific program) at ICME. Note that proposing a DG will be considered a major role. Proposals should be received by the International Program Committee (IPC) by June 30, 2011. Proposals will be reviewed in accordance to the relevance of the topic to an international audience, the diversity and expertise of the proposed organizing team, and the format proposed for the discussion. Proposers will be notified of acceptance by August 15, 2011.

Tasks for Organizing Teams (OT)

The OT will be expected to:

* Set up and maintain the DG web page

Before the congress, the discussion group organizing team will post their page at the ICME-12 web site (<http://icme12.org>) including contributions that define, limit, and/or present basic premises, theoretical considerations, research findings, viewpoints and facts that should be accounted for if a fruitful discussion is to be attained. Prior to the congress, participants can send individual contributions to the organizers for consideration as additional background information and may raise questions or participate in an exchange of ideas through the web site.

* Produce a progress report by December 30, 2011

* Submit a final version of the DG presentation to be included in the Final program booklet. The final version must be sent to the Local Organizing Committee by April 10th, 2012. This description for the Final Program booklet should be between one and two pages (700 to 1,400 words) with the following:

- a) Name of DG and composition of the organizing team
- b) General description of the program for this DG; that is the aims, scope, list of main questions it addresses, the rationale which guided the OT in arriving at the program, and so on.
- c) The program of the DG, that is, the manner in which the discussion is organized and distributed in the two sessions.

* Organize and manage the DG sessions during the Congress

* Produce a final report for the ICME-12 Proceedings

Deadline summary:

- June 30, 2011 Proposal submission
- August 15, 2011 Notification of acceptance
- December 30, 2011 Progress report
- April 10, 2012 Final version of the DG program submitted to Local Organizing Committee

An IPC liaison will be appointed for each DG. The role of the IPC liaison officer is to support and be an important resource on how a DG works. Another source for information and guidance in planning a DG are the websites of recent ICMEs (see <http://icme11.org> and <http://www.icme10.dk>).

Thank you for your willingness to contribute to the success of ICME-12. We are looking forward to an energetic exchange of ideas and information through the Discussion Groups.

Topic Study Groups for ICME-12

- TSG 1: Mathematics education at preschool level
- TSG 2: Mathematics education at tertiary level and access to tertiary level
- TSG 3: Activities and programs for gifted students
- TSG 4: Activities and programs for students with special needs
- TSG 5: Mathematics education in and for work
- TSG 6: Mathematics literacy
- TSG 7: Teaching and learning of number systems and arithmetic - focusing especially on primary education
- TSG 8: Measurement - focusing especially on primary education
- TSG 9: Teaching and learning of algebra
- TSG 10: Teaching and learning of geometry
- TSG 11: Teaching and learning of probability
- TSG 12: Teaching and learning of statistics
- TSG 13: Teaching and learning of calculus
- TSG 14: Reasoning, proof and proving in mathematics education
- TSG 15: Problem solving in mathematics education
- TSG 16: Visualization in the teaching and learning of mathematics
- TSG 17: Mathematical applications and modelling in the teaching and learning of mathematics
- TSG 18: Analysis of uses of technology in the teaching of mathematics
- TSG 19: Analysis of uses of technology in the learning of mathematics
- TSG 20: The role of history of mathematics in mathematics education
- TSG 21: Research on classroom practice
- TSG 22: Learning and cognition in mathematics
- TSG 23: Mathematical knowledge for teaching at primary level
- TSG 24: Mathematical knowledge for teaching at secondary level
- TSG 25: In-services education, professional development of mathematics teachers
- TSG 26: Preservice mathematical education of teachers
- TSG 27: Motivation, beliefs and attitudes towards mathematics and its teaching
- TSG 28: Language and communication in mathematics education
- TSG 29: Gender and mathematics education
- TSG 30: Mathematics education in a multilingual and multicultural environment
- TSG 31: Task design and analysis
- TSG 32: Mathematics curriculum development
- TSG 33: Assessment and testing in mathematics education
- TSG 34: The role of mathematical competitions and other challenging contexts in the teaching and learning of mathematics
- TSG 35: The history of the teaching and learning of mathematics
- TSG 36: The role of ethnomathematics in mathematics education
- TSG 37: Theoretical issues in mathematics education

ICMI News is a Bimonthly Email Newsletter from the ICMI-International Commission on Mathematical Instruction

Editor: Jaime Carvalho e Silva, Dep. Matematica, Universidade de Coimbra, Portugal

[http://www.mathunion.org/icmi/publications/icmi-news/?no_cache=1&sword_list\[\]=news](http://www.mathunion.org/icmi/publications/icmi-news/?no_cache=1&sword_list[]=news)