

## Editorial

Par / By Gilles Aldon

Ce bulletin est le premier d'une série que j'espère longue et fructueuse. La CIEAEM est une commission internationale qui a été créée juste après la deuxième guerre mondiale par des mathématiciens, des éducateurs, des enseignants, des psychologues qui voyaient dans les rencontres entre personnes de différents pays et de différentes cultures, une voie royale pour promouvoir à travers l'enseignement des mathématiques, les idées humanistes permettant l'éclosion d'un monde meilleur. Comme le signale Caleb Categno, le premier secrétaire de la commission : *Je puis dire que le vrai motif derrière cet engagement de tant de gens, y compris moi-même, est le sentiment que personne ne devrait être privé de la joie de la découverte mathématique que nous savons être à la portée de tous puisqu'elle a été à notre portée.* (Préface de l'aperçu historique sur la CIEAEM, Felix, L., voir section Histoire page 2)



Mais ce bulletin est aussi une façon de promouvoir le travail réalisé dans la commission et concrétisé dans les rencontres ; il s'agit de maintenir un lien avec les participants des conférences qui produisent des connaissances grâce à leurs travaux et aux discussions au sein des groupes de travail. Ces travaux sont publiés régulièrement dans des actes publiés principalement par le *Quaderni di ricerca in didattica*, journal italien de recherche édité par l'Université de Palerme.

Enfin, les conférences CIEAEM, comme ce bulletin, sont bi-langues, l'anglais et le français étant les deux langues officielles. Cette contrainte est aussi une force de la CIEAEM, et les discussions dans les groupes de travail gagnent par les nécessaires traductions conduisant à des reformulations qui permettent d'approfondir les idées émises dans le but de les partager.

## Editorial

This bulletin is the first in a series that, I hope, will be long and fruitful. CIEAEM (The International Commission for the study and improvement of mathematics teaching) is an international society which has been created just after the end of the second world war by mathematicians, educators, teachers, psychologists who all wanted to promote humanistic ideas through encounters between people of different countries and different cultures. As Caleb Categno who was the first commission's secretary, said: *"I can say that the real reason behind the commitment of so many people including myself, is the feeling that no one should be deprived of the joy of mathematical discovery that we know to be within the reach of all, since it was within our reach."* (Preface of l'aperçu historique sur la CIEAEM, Felix, L., see section History page 2)

This bulletin is also a way to promote the work done within the commission and made concrete through meetings; it's a question of keeping a link with conference's participants who produce knowledge thanks to their own work and the discussions within the working groups. All this work is published in proceedings, mainly in the Italian research journal *Quaderni di ricerca in didattica* published by the University of Palermo.

Finally, CIEAEM's meetings, as well as this bulletin are bilingual, English and French being the two official languages. This constraint is also a strength and discussions within the working groups gain by the necessary translations and reformulations which allow to deepen and to share ideas.

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## Vie de la Commission / Life of the Commission

### Nouvelle du site / News from the web site

The new web-site of the commission (<http://www.cieaem.org>) is still under construction but it has been build using the resources that have been retained since the creation of the commission; it is organized in 7 sections:

- Home: CIEAEM in a glance  
Meetings: the next conference as well as the 65 previous; most of them with proceedings.
- News: where you will find this bulletin and the last news of the commission.
- Resources: coming from conferences and commission's work.
- About us: who is member of the commission?
- Quality class: a 10 day exchange program for teacher-students.

Follow us on Facebook:

<https://www.facebook.com/groups/385850108156944/>

Follow us on Twitter: @CIEAEMCommisio

### Histoire / History

For the French readers, the Lucienne Felix's book gives a very interesting insight into the first years of the Commission:

<http://www.cieaem.org/?q=node/18>

Les lecteurs français liront avec bonheur le livre écrit par Lucienne Felix et qui donne un aperçu des travaux réalisés dans les premières années de la création de la CIEAEM. Il est disponible sur le site de la commission :

<http://www.cieaem.org/?q=node/18>



### Prochaine conférence / Next conference

Lyon, 21-25 juillet 2014

Mathématiques et réalités / *Mathematics and realities*

*The theme of the conference, "Mathematics and realities", covers different aspects linked to the relationships of mathematics and its teaching with other disciplines but also to the questions of logics when performing mathematics. Realities is also technologies allowing to do mathematics in an other way, but also to communicate and to teach and to learn differently. Realities is also, in a globalized world, bringing together other cultures and practices and taking into account the teaching realities in multicultural classrooms.*



Vue de Lyon depuis la colline de Fourvière,  
Auteur Giraud, P., CC-BY-SA

*Le thème de la conférence, "Mathématiques et réalités" recouvrent différents aspects en relation avec l'enseignement et l'apprentissage des mathématiques en lien avec d'autres disciplines, aussi bien que des questions d'usage de la logique dans les pratiques mathématiques. Les réalités, ce sont aussi la place et les modifications induites par les technologies dans l'enseignement et l'apprentissage des mathématiques. Ce sont encore, dans un monde globalisé, les réalités de l'enseignement dans des environnements multiculturels.*

More informations on:

<http://www.cieaem.org/?q=node/41>

## ***Entretien avec des membres de la commission / Interview of Commission members***

This section is devoted to a crossed interview of two members of the commission. For this first interview, we choose to let you know a bit more Uwe Gellert who was secretary of the commission from 2010 to 2013 and Cristina Sabena who is a new member since the last conference in Torino.

### **CIEAEM: Can you introduce yourself?**

**Uwe:** When Gilles asked me to agree to answer some interview questions for the first bulletin I soon realised that he has chosen me as standing for the “old” and experienced commission members. What a compliment, I never thought about myself in CIEAEM in this way. Let’s see whether my interview answers succeed to escape response bias: I am a university professor of mathematics education at the Freie Universität Berlin in Germany, responsible at my institution for the preparation of primary mathematics teachers. Mathematics teacher education has always been a field of interest for me, particularly because of the apparent challenges for primary mathematic teachers to build an orientation towards children and towards mathematics at the same time. More recently, other research topics have attracted more of my attention. I am currently interested in discourse analytic analyses of teacher-student interaction and of curriculum issues, drawing both on socio-critic and educational structuralist frameworks. Whenever these research activities allow, I engage with political-cultural studies, mostly in cooperation with colleagues in South America. International collaboration is a great opportunity and, perhaps, this is one of the particular attractions of CIEAEM.



**Cristina:** I’m a researcher in Mathematics Education at the University of Torino, since 2010. After graduating in mathematics, I undertook a PhD in mathematics education, on the themes of multimodality of



mathematics learning and teaching, focusing in particular on gestures and using a semiotic lens grounded on Peirce’s frame. My supervisors were Ferdinando Arzarello and Luis Radford.

I’m very interested in studying classroom processes through which mathematics is taught and learned, and I think that semiotic analysis can give interesting insights on the ways in which meanings emerge, develop, and refine.

More recently, also due to my position as primary school teacher educator, I am also interested in mathematics teachers and future teachers education.

### **CIEAEM: can you tell us since when you are member of the commission?**

**Cristina:** Since July 2013, CIEAEM65.

**Uwe:** I was elected to the commission at the 53rd CIEAEM conference which was organized by Luciana Bazzini and her colleagues in Verbania, in the North of Italy, in 2001. At that time the co-option of new members of the commission happened at the last evening of the conference. It came as a great surprise when people approached me during dinner at the terrace of a Lago Maggiore seaside restaurant congratulating me on my election. My first participation in the work of the commission was 2002 in Vilanova y la Geltrú, organized by Joaquin Giménez and colleagues, in Catalonia. From 2010 to 2013 I was a member of the CIEAEM executive in the role of the Secretary of CIEAEM.

### **CIEAEM: how did you hear about the commission?**

**Cristina:** The first time was in 2002, when a CIEAEM Conference was held in Verbania, not far from Torino. I was just graduated, and I wanted to know more about mathematics education. So following the suggestion of Luciana Bazzini (who was organizing the conference), with some classmate we participated to the conference and enjoyed it a lot!

**Uwe:** In January 1993 I was about to finish a two years traineeship as a mathematics and physics teacher at a secondary school in Berlin when I heard about the combined position of a lecturer / doctoral student at Freie Universität Berlin and thought it would be wise to make a PhD before really starting as a mathematics teacher for the rest of my work-life at school. It fortunately turned out that my tutor at Freie Universität Berlin was

Christine Keitel, at that time Vice-President of CIEAEM. Already during my first week at Freie Universität, that is in early June, Christine told me about CIEAEM. She convinced me to take a plane four weeks later to the 45th CIEAEM conference organized by Lucia Grugnetti and colleagues in Cagliari, Sardinia. It was a perfect entry to research in mathematics education and I was extremely impressed by the depth of academic discussion and the affectionate reception offered to me who came as a novice to the field of research in mathematics education.

**CIEAEM: can you tell us what represents this commission, and the work you have done for the commission, regarding your researches and/or your teaching?**

**Uwe:** For me, the commission is unique in that its members share a firm commitment to the invaluable importance of trying to improve mathematics education practices at all levels. It is a characteristic of the work of CIEAEM that each year's conference is organized around a special theme. The conferences approach these themes from a variety of perspectives. They are, if you like, interdisciplinary endeavours within the discipline. Many of the different perspectives are represented in the work of the commission which makes communication and exchange challenging and fascinating. Particularly, looking at mathematics education practices from the perspective of teachers' craft knowledge and experience is a welcome counterbalance to the tendency to esoteric seclusiveness often inherent in high scientific activity.

**Cristina:** I have been part of the commission only for 3 months, and so far I cannot say that I really contributed to it..not yet!

**CIEAEM: can you explain how you consider the CIEAEM conferences in the landscape of the international conferences?**

**Cristina:** Since my first participation in Verbania, I could see how CIEAEM conferences are spaces for open and constructive discussion, where researcher, teachers, and teacher-researchers from different countries can meet. In other words, it is a space in which theory and practice can speak to each other. The result is a lively multi-voice discourse. Also the use of the two languages

English and French I think goes in the same direction.

Other international conferences are more purely research oriented, and less space is usually taken by teachers or teacher-researchers.

**Uwe:** It is very difficult to draw the landscape of international conferences that deal with mathematics education in a clear way. In addition, this landscape is dynamic and changes from year to year. Globalisation is an issue in this respect as it is the necessity for many upcoming researchers to demonstrate their profile at pertinent conferences with a growing level of scientific quality—whatever this is and whoever agrees about it. Competitiveness seems to be a taken-for-granted structure built in academic and conference life. In some way, CIEAEM is different: It has not caved in the standardisation of academic language by maintaining its two conference languages. I have heard colleagues mocking about the bilingual character of CIEAEM at other conferences, but those colleagues do not seem to realise the cultural loss generated by English-only policies. Another uniqueness of CIEAEM, which I appreciate very much, is its focus on a conference theme with different theoretical and practical perspectives. This type of conference construction is made possible by the continuity of the commission, which is different from other conference organising bodies that rather often resemble administrative offices. In short, in my view CIEAEM offers a space for all those attracted by a highly international and affectionate atmosphere in which the quest for new insight in mathematics education practices is less infected by self-promotion and profiling than on other occasions.

**CIEAEM: a last word?**

**Uwe:** More than other conferences, a CIEAEM conference is what the participants make out of it. When I first came to a CIEAEM conference, in 1993, I was first surprised, then excited, how many of the experienced participants strongly encouraged me—a newcomer who hardly had done any research—to engage in discussion of what was presented, and urged me to offer my perspective as a young mathematics teacher. Whoever has experienced such a special spirit will definitely come back to CIEAEM. Looking forward to meet at next year's CIEAEM 66 in Lyon.

La CIEAEM est une des quatre organisations internationales affiliées à ICMI.

CIEAEM is one of the four Multi-national Mathematical Education Societies Affiliated to ICMI