



Challenging Mathematics In and Beyond the Classroom: The 16th ICMI Study: 12 (New ICMI Study Series)

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Challenging Mathematics In and Beyond the Classroom: The 16th ICMI Study: 12 (New ICMI Study Series)

In the mid 1980s, the International Commission on Mathematical Instruction (ICMI) inaugurated a series of studies in mathematics education by commissioning one on the influence of technology and informatics on mathematics and its teaching. These studies are designed to thoroughly explore topics of contemporary interest, by gathering together a group of experts who prepare a Study Volume that provides a considered assessment of the current state and a guide to further developments. Studies have embraced a range of issues, some central, such as the teaching of algebra, some closely related, such as the impact of history and psychology, and some looking at mathematics education from a particular perspective, such as cultural differences between East and West. These studies have been commissioned at the rate of about one per year. Once the ICMI Executive decides on the topic, one or two chairs are selected and then, in consultation with them, an International Program Committee (IPC) of about 12 experts is formed. The IPC then meets and prepares a Discussion Document that sets forth the issues and invites interested parties to submit papers. These papers are the basis for invitations to a Study Conference, at which the various dimensions of the topic are explored and a book, the Study Volume, is sketched out. The book is then put together in collaboration, mainly using electronic communication. The entire process typically takes about six years.

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