

# Report of the Committee for Mathematics Education

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The new committee likes to encourage all mathematicians, all math related institutions and mathematics educators to address the committee as far as European matters in mathematics, mathematics education and beyond are concerned. As category 97 in the new Mathematics Subject Classification (MSC 2010) is showing, the field of research activities in mathematics education is very vast. Moreover, there are many school and university systems in Europe to consider as well as different teacher education approaches. This fact impedes our discussion enormously.

Nevertheless, in its first meeting in August 2009, the Committee decided that it does not want to take a particular stance with regard to specific policy issues. There are so many differences in traditions, conditions, emphases and priorities in the European countries that positions and recommendations in favour of one approach over another would be inappropriate, as it would make the Committee a partisan agent in a highly complex terrain. Instead, the Committee decided to become a platform for exchanges of information, experiences, and views, and for the exploration of issues and problems of significance to European mathematics education. The EMS committee likes to be present at all European conferences on Education or having an educational sessions, e.g. on the EMS congress at Krakau. On the other hand, offers and invitations from scientific boards of conferences and congresses to contribute or to cooperate are welcome.

A number of substantial research journals, handbooks and conferences on mathematics education indicate that the discipline is productive and active in mathematics education and educational communities. Often we were implicitly asked which results are undeniably solid and trustable from an international point of view. So, the committee also decided to start with an inventory: Solid findings in mathematics education. We regard it as helpful to identify findings in mathematics education which seem to be established and thus spread the information to other interested groups in Europe. Based on the answers, possibly a small volume or booklet might be produced.

Finally, we would like to initiate or foster any communication between the community of mathematicians and the communities of researchers in mathematics education. Some years ago, an article with the title 'Schisms, breaks, and islands - seeking bridges over troubled waters' which shows that the cooperation may be regarded partly as deficient, appeared in a congress volume.. Again, any request to the committee for improving this situation in some country will bring a positive answer. The committee could possibly examine specific educational needs that emerge from the two communities and plan on this base cooperative projects to face these needs.

The inaugural meeting took place in Austria in September 2009; the next (and so first) meeting is scheduled for June 11-14, 2010 at Athens; hence it is impossible to report on activities today; maybe the author can orally extend his report during the Sofia meeting.

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