Call for papers

Objekttyp: **Chapter**

Zeitschrift: **L'Enseignement Mathématique**

Band (Jahr): **34 (1988)**

Heft 1-2: **L'ENSEIGNEMENT MATHÉMATIQUE**

PDF erstellt am: **29.03.2024**

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stimulation and new tools. Computer graphics have enabled new and advanced mathematics to be introduced to vast numbers of people: think of the interest aroused because of the great beauty of the graphics associated with Julia and Mandelbrot sets. A new range of mathematical activities can also be introduced through the computer. How can the micro best be used in the popularization of mathematics? What software exists for this purpose? How effectively does it involve the user in mathematics, rather than, say, in art?

Not all of these questions will be appropriate for those in developing countries. Yet there is a rich amount of mathematical experience in each ethnic group, often described as ethnomathematics. To what extent is this experience related to the public image of mathemtics and how can it be employed in popularizing the subject?

Methods are nothing without practitioners. This study provides an opportunity to gather personal experiences and views, to appreciate the specific rôle of a few gifted personalities (adept popularizers or popular figures from the mathematical world), and to stimulate the participation of all mathematicians and mathematics teachers in the process of popularization. In particular, the responsibility of professional mathematicians for popularization must be more carefully spelled out. What personal part should each play? How can mathematics teachers be best involved in the process?

How can writers and dramatists be encouraged to develop mathematical themes? How can reading and publishing be stimulated? How can we build on the very best examples of popularization which can be seen, read, heard and participated in today?

CALL FOR PAPERS

We hope that readers of this discussion document will respond to it by writing papers on specific themes or questions. These will be welcomed both from those who cannot participate in the closed international seminar and from those who would like an invitation (the number of which will be limited) to do so. Papers should be submitted *no later than* 30 April, 1989. Copies should be sent to

Professor A. G. HOWSON,
Faculty of Mathematical Studies,
University of Southampton,
Southampton SO9 5NH, UK

and

Professor J.-P. KAHANE,
Mathématique, Bâtiment 425,
Université de Paris-Sud,
91405 Orsay Cédex, France

Remember that, by themselves, descriptions of attempts at popularization will have little value. There is a need to put the attempt within a particular context: to describe the target audience, the choices made (relating both to material and medium), and to provide some type of evaluation — however subjective — what works, what are the traps to avoid.

Those wishing to submit films, videos, ... for possible exhibition or to nominate books which might be included in a display should write to G. T. Wain, School of Education, The University, Leeds LS2 9JT. Please send a full description including technical details (length, subject matter, intended audience, ...).

There will be financial assistance available to bring some participants from developing countries to Leeds. Other participants, however, will, in general, be expected to pay their own travel and subsistence costs. There will be no conference fee for the international seminar.

Previous ICMI Studies

The influence of computers and informatics on mathematics and its teaching, Cambridge University Press, 1986.

School Mathematics in the 1990s, Cambridge University Press, 1987.

Mathematics as a service subject, Cambridge University Press, 1988. (See also, *Selected papers on the teaching of mathematics as a service subject,* Springer-Verlag, 1988.)

In preparation: *Mathematics Education and Cognition.*