Awardee Lecture Freudenthal Medal

Gert Schubring

The Research Programme for History of Mathematics Teaching and Learning

Abstract

In a first part, I will tell how I became involved in this research are, what instigated and what influenced me and what led me to elaborate a specific research programme. The role of the then recently founded IDM (*Institut für Didaktik der Mathematik* of the Bielefeld University) with its broadly conceived approaches as well as the interdisciplinary research spirit of this quite new university were decisive.

As a second part, I will discuss the methodological challenges I had to face for overcoming traditional modes of rather superficial descriptions of administrative decisions and decrees for curricula, and reporting of sequences of textbooks adopted for teaching, and instead aiming at approaching more to analyse historical reality of mathematics teaching and learning. This afforded, on the one hand, to abandon to be kept within the educational system of one's own country, being no more bound to accept all characteristic of this country as evident and natural, and to be able to rather questioning all the matters of course of this system and to thus detect them as historical variables. And it afforded, on the other hand, to work in an interdisciplinary manner, assessing and adapting methods and resources form neighbouring disciplines, not only from mathematics and education, but in particular from history as a science, especially from social history, from sociology and epistemology.

In a third part, I will present examples of revealing research, realised with this methodology and broadening to cooperative international approaches. Various projects as well as international conferences will be reported.

In the closing session, I will present ongoing research on the impact of global constellations of coloniality versus decoloniality upon the conceptions and realities of mathematics teaching and learning at a local level.

And giving an outlook to future perspectives.