



New ICMI Study Series

Series Ed.: J. Adler

NISS Aims and Scope

The New ICMI Study Series (NISS) presents the results of studies mounted on a regular basis by the International Commission on Mathematical Instruction (ICMI). Among international organizations devoted to mathematics education, ICMI is distinctive because of its close ties to both the mathematics and the mathematics education professional communities, as well as for its breadth — thematic, cultural, and regional.

The ICMI Study Programme, launched in the mid-1980's, supports the general aims of ICMI, such as fostering efforts around the world to improve the quality of mathematics teaching and learning. This work of ICMI stimulates the growth, synthesis, and dissemination of new knowledge (research) and of resources for instruction (curricular materials, pedagogical methods, technology, etc.). ICMI also provides a forum for all stakeholders in mathematics education (teachers, researchers, mathematicians, etc.) promoting reflection, collaboration, exchange and dissemination of ideas and information on all aspects of the theory and practice of mathematics education, as seen from an international perspective.

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The ICMI Studies contribute to a better understanding and resolution of the challenges that face multidisciplinary and culturally diverse research and development in mathematics education. Mathematics education has a variable and culturally based character, and this is equally true of educational organizations and practice. Educational research is both an applied social science and a multidisciplinary domain of theoretical scholarship. The great challenges now facing mathematics education around the world demand a deeper, more sensitive and more collaborative involvement of all major contributors to the field than we currently have, both in the applied work of educational improvement and in basic research on the nature of teaching and learning.

Each ICMI Study addresses an issue or topic of particular significance in contemporary mathematics education, and is conducted by an international team of leading scholars and practitioners in that domain. The best contributing professionals from around the world are then invited to a carefully planned and structured international conference/workshop. Beyond the productive interaction and collaborations occasioned by this event, the main product is a Study volume, which aims to offer a coherent, state-of-the-art representation of the domain of the Study. It is these Study volumes that constitute the New ICMI Study Series (NISS).

The books published in the NISS series reflect the great variety of issues and concerns in the field of mathematics education and will be of interest to educational researchers, curriculum developers, educational policy makers, teachers of mathematics, and to mathematicians and educators involved in the professional education and development of teachers of mathematics.



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