

Discussion Group on Mathematics Houses and Mathematics Museums throughout the World

ICME-14

(Friday July 17th and Saturday July 18th, 2020- 16:15 – 17:45)

Co-Chairs:

1. **Albrecht Beutelspacher**, Justus Liebig University Giessen and Mathematikum, Giessen, Germany. (albrecht.beutelspacher@mathematikum.de)
2. **Ali Rejali**, Isfahan University of Technology and Isfahan Mathematics House, Isfahan, Iran. (a_rejali@cc.iut.ac.ir)

Team Members:

1. **Christian Mercat**, Lyon House for Mathematics and Informatics, Lyon, France.
2. **Abolfazl Rafiepour**, Shahid Bahonar University of Kerman and Kerman Mathematics House, Kerman, Iran. (rafiepour@uk.ac.ir)
3. **Yahya Tabesh**, Sharif University of Technology, Tehran, Iran. (tabesh@sharif.ir)

Aims and Rationale:

After a fruitful Discussion Group at ICME-13 in Germany and the establishment of an International Network of Mathematics Houses [INMH] in 2016 [1], we are trying to work on the official structure of the network and discuss forms of cooperation between mathematics houses and mathematics museums throughout the world. Their success in enhancing mathematical awareness among their communities and their impact on mathematics education, as well as their challenges, can be discussed.

Aims of the DG:

The Discussion Group aims to introduce Mathematics Houses and Mathematics Museums and similar institutions throughout the world to a public audience and discuss their effect on mathematics education. They can foster connections and discuss the important impact of promoting teamwork among their members, as well as seeking new ways to cooperate and exchange the beautiful experiences of their establishments, as well as their particular activities. They can present studies on their achievements and discuss their challenges. Finally, they can build an official partnership network and announce it to the greater public.

Questions:

1. What are the benefits of such institutes for popularizing mathematics and improving mathematics education?
2. What are the challenges they face?
3. How can mathematics institutions share activities and cooperate with each other?
4. How can their members benefit from other institutes in other parts of the world?
5. What are the effects of these institutes in mathematics education of the region around these institutes?
6. What is the network [INMH] and what could be its structure?

References

[1] Rejali A., Taylor P., Tabesh Y., Germoni J., Rafiepour A. (2017) *Mathematics Houses and Their Impact on Mathematics Education*. In: Kaiser G. (eds) Proceedings of the 13th International Congress on Mathematical Education. ICME-13 Monographs. Springer, pp 679-680. <http://www.bookmetrix.com/detail/chapter/bc2b1993-4be0-401a-989f-690125119125#downloads>