ICMI Study 25: *Teachers of Mathematics Working and Learning in Collaborative Groups*

The primary aims of ICMI Study 25 are to report the state of the art in mathematics teacher collaboration with respect to theory, research, practice, and policy; and to suggest new directions of research that take into account contextual, cultural, national and political dimensions. The Study Conference and the Study Volume are organized around four themes: 1) Theoretical perspectives on studying mathematics teacher collaboration; 2) Contexts, forms and outcomes of mathematics teacher collaboration; 3) Roles, identities and interactions of various participants in mathematics teacher collaboration; and 4) Tools and resources used/designed for teacher collaboration and resulting from teacher collaboration. The ICMI Study 25 Conference took place from 3-7 February 2020 in Lisbon, Porgugal, after the beginning of the COVID-19 pandemic but before the world was aware of its nature and the rapidity with which it would spread. Because several countries had already begun to implement travel restrictions, we arranged for virtual as well as in-person participation. This experience, although not what we envisioned or would have preferred, presented the opportunity for our group to reflect on and learn from an additional form of collaboration. We share some of those reflections throughout the Study Volume. The Study Volume includes chapters by the plenary speakers and reactors, theme working groups, and commentators. The chapters have been drafted, and we anticipate publication in 2022. In the session, key ideas addressed in the theme chapters of the Study Volume will be discussed.

Presenters for ICMI Study 25
Co-chairs/editors
Despina Potari (University of Athens, Greece)
Hilda Borko (Stanford University, U.S.A.)

Five of the following theme leaders (selection yet to be confirmed)
Shelley Dole (The University of Queensland, Australia)
Cristina Esteley (National University of Córdoba, Córdoba, Argentina)
Rongjin Huang (Middle Tennessee State University, U.S.A.)
Ronnie Karsenty (Weizmann Institute of Science, Tel Aviv, Israel)
Takeshi Miyakawa (School of Education, Waseda University, Tokyo, Japan)
João Pedro da Ponte (Instituto de Educação, Universidade de Lisboa, Lisbon, Portugal)
Ornella Robutti   (Dipartimento di Matematica, Università di Torino, Torino, Italy)
Luc Trouche (French Institute of Education Ecole normale supérieure de Lyon, France)