

## Michèle Artigue

Michèle Artigue is emeritus professor at the University Paris Diderot - Paris 7, attached to the Mathematics department and to the Laboratory of Didactics André Revuz (LDAR) which is the biggest in France for the didactics of maths and sciences (especially physics and chemistry). She still also works at the IREM of Paris (Institut de Recherche sur l'Enseignement des Mathématiques) which is a component of the University where mathematicians, didacticians, teachers and teacher educators work part-time collaboratively in thematic groups for developing experimentation and research closely related to the terrain, prepare and implement professional development courses based on this experimentation and research for teachers in the whole Ile-de-France region, and work in close collaboration with the LDAR. She especially works in the modelling and in the technology IREM groups, and she is the current president of the scientific committee of the IREM network (there exists 28 IREMs in France).

Her disciplinary background is in mathematics with a PhD. in logics and then a doctorat d'état and habilitation in didactics of mathematics. For most of her career, Michèle has worked at the math department at the University Paris 7, with the exception of the period of 1991-1998, when she became full professor at the newly created University Institute for Teacher Education (IUFM) in Reims, with the responsibility of the professional preparation of secondary math teachers and of vocational maths and science teachers.

Michèle has been involved in different European projects, first through the Kaleidoscope network of excellence and the ReMath research project focusing on technology, then in projects related to IBL and IBE as scientific advisor (Fibonacci and Primas first, and now Mascil and Assist-me). She has also been involved in the Comenius project Edumatics focusing on technological integration. She is still involved in ICMI activities after 14 years spent in its executive committee as vice-president, president and then past-president, more especially in the CANP project which emerged from the 2010 UNESCO document on Challenges of basic mathematics education that she was asked to prepare, and whose aim is mathematics and didactic capacity building of teacher educators in developing countries and regional networking, and in the Felix Klein Project for the 21st century whose ambition is to make the mathematics developed in the 20th century accessible and source of inspiration for secondary teachers.

