

## **First announcement and call for papers**

### **ERME Topic Conference: Mathematics teaching, resources and teacher professional development**

<https://hu.berlin/ERMETopicConference>

5-7 October 2016

Humboldt-Universität zu Berlin, Germany

#### **Rationale**

Mathematics teaching and mathematics teacher professional development are areas where research has increased substantially in the last years. For the last ERME conferences, a large number of proposals was related to this research area (e.g., three topic groups were formed at CERME9 in 2015: TWG18 on mathematics teacher education; TWG19 on mathematics teaching; and TWG20 on resources for teaching).

In this ongoing field of research, many issues need further investigation. We need to better understand the underlying characteristics of mathematics teacher education and the professional development contexts that have a positive impact on teachers' professional learning, even with respect to sustainability. Also, further discussion and research are needed on how to link research findings and how to bridge theoretical and methodological approaches to mathematics teacher pre-service and in-service education.

Studying mathematics teaching goes beyond teachers' classroom behavior. It encompasses teachers' actions and meaning-making as these relate to instruction. This includes, amongst others, task selection and design, classroom communication and assessment as well as the interplay between goals and actions as classroom interactions unfold in the context of broader institutional, educational, and social settings. A central question for investigation is what kind of methodological (analytical) and theoretical tools are necessary to address this complexity.

In terms of resources, the focus of research for the last decades has been on teachers' beliefs and knowledge. More recently, teachers' identity, tasks, and teaching resources have received attention. Moreover, mathematics teacher educators' knowledge and development has been an emerging field. Aiming at achieving a better understanding, characterizing and/or evaluating the content of teachers' knowledge, several theoretical and methodological frameworks have been developed and discussed. Yet, further discussion seems to be needed in order to better describe the content of such knowledge, its relationships with (and influence on) teachers' beliefs, goals and identity as well as with mathematics teaching.

These three strands (mathematics teacher education, teaching and resources) are far from being disconnected. It is important to investigate in what ways they are linked in our research questions, methodologies and theoretical perspectives.

#### **Organization**

Following the ERME spirit, all papers will be peer-reviewed and a selection will be made according to the quality of the work and the potential to contribute to the conference themes. There will be pre-conference proceedings, which will be published online on the conference website. Moreover, it is intended to publish a book afterwards. The conference will focus on discussing and further developing accepted papers and posters, on exchanging participants' knowledge and experiences, and on networking between scholars from different countries and cultures. The participation of young researchers will be particularly encouraged (20% of the participants). Two plenary talks (for opening and closing), several parallel working groups and an integrated poster session will be considered. These working groups will take into account the most representative topics of last CERME (e.g., instructional

practices; teachers' knowledge, beliefs and identity; teacher education and professional development).

A maximum of 60 participants is established in order to allow deep and feasible discussions and reflections. Each participant is invited to present maximal one paper and one poster.

The conference language will be English.

### **Call for papers**

We welcome theoretical, methodological, empirical or developmental papers (10 pages maximum) and poster proposals (2 pages maximum). Any paper or poster of relevance to the overall focus of the conference will be considered. We particularly welcome contributions presenting young researchers' approaches and studies.

Papers and poster proposals must use the conference word template (see <https://hu.berlin/ERMETopicConference>, Call for Papers and Posters). Please, email your proposal (as both a WORD document and a PDF file) to Stefan Zehetmeier ([stefan.zehetmeier@aau.at](mailto:stefan.zehetmeier@aau.at)) and the conference secretariat ([mtpd@hu-berlin.de](mailto:mtpd@hu-berlin.de)).

Each proposal will be peer-reviewed by at least two persons from among those who submit proposals to the conference. Please expect to be asked to review up to three papers yourself. It may be necessary for you to revise your paper before final acceptance. The IPC will finally decide about the acceptance.

### **Deadlines**

March 15, 2016: Deadline for submission of paper/poster proposals

April 30, 2016: Deadline for reviewers to submit their reviews

May 31, 2016: Decision about paper and poster acceptance sent to authors

July 15, 2016: Deadline for submission of final papers

July 31, 2016: Final decision of acceptance sent to authors

September 15, 2016: Conference proceedings available on conference website

### **Committees**

#### **IPC (International Programme Committee):**

Stefan Zehetmeier (Chair), Miguel Ribeiro (Co-Chair)

Fatma Aslan-Tutak, Laurinda Brown, Charalambos Charalambous, Alena Hospesova, Maria Mellone, Reidar Mosvold, Edyta Nowinska, João Pedro da Ponte, Despina Potari, Kirsti Rø, Bettina Rösken-Winter, Charalambos Sakonidis, Jeppe Skott

#### **LOC (Local Organizing Committee):**

Bettina Rösken-Winter (Chair), Despina Potari (Co-Chair)

Julia Bruns, Malte Lehmann, Miguel Ribeiro, Sven Schüler, Rebekka Stahnke, Jochen Weißenrieder, Stefan Zehetmeier