

YERME-Day 2023

Sunday, 9th of July – Monday, 10th of July

YERME

ERME :European society for **R**esearch in **M**athematics Education

For additional information about YERME and ERME
check [ERME website](#)
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Programme

Sunday 9th, 14:30-18:00 CET

- 13:00-14:30** Arrival and registration for YERME-Day and CERME
- 14:30-15:00** Opening ceremony for YERME-Day (includes introduction of candidates for election of YERME representative in ERME Board)
- 15:00-15:30** Introducing the WG leaders
- 15:30-16:00** Coffee break
- 16:00-18:00** Working Groups: First choice *
- WG1 – Ola Helenius (Sweden):
Writing reviews: How to approach it?
 - WG2 – Birte Friedrich (Germany):
Gathering of data (especially for qualitative analysis)
 - WG3 – Zoltán Kovács (Hungary):
Approaches to studying the impact of digital tools on problem solving
 - WG4 – Uffe Thomas Jankvist (Denmark) and Mario Sánchez Aguilar (México):
Research journals and literature reviews in mathematics education
 - WG5 – Jenni Ingram (UK):
Mathematical classroom interactions: theories, themes and tensions
- from 18:30** Dinner with the ERME Board members and LOC

Monday 10th, 09:00-12:30 CET

- 09:00-11:00** Working Groups: Second choice *
- WG1 – Ola Helenius (Sweden):
Writing reviews: How to approach it?
 - WG2 – Birte Friedrich (Germany):
Gathering of data (especially for qualitative analysis)
 - WG3 – Zoltán Kovács (Hungary):
Approaches to studying the impact of digital tools on problem solving
 - WG4 – Uffe Thomas Jankvist (Denmark) and Mario Sánchez Aguilar (México):
Research journals and literature reviews in mathematics education
 - WG5 – Jenni Ingram (UK):
Mathematical classroom interactions: theories, themes and tensions
- 11:00-11:30** Coffee break
- 11:30-12:30** Debate of candidates for the position of YERME representative in ERME Board
- 12:30-13:00** Closing Ceremony for YERME-Day

*Participants are distributed in five groups.

Consult the following pages to find out which group you would like to choose in the first and second WG session.

Working Groups (WGs)

WG 1: Writing reviews: How to approach it?

Leader: Ola Helenius (University of Gothenburg, Sweden)

Abstract The work of writing reviews of other people's manuscripts is a central part of the scientific process. It is work that is often challenging and time consuming, but also rewarding. Writing reviews and reflecting on how it is done also helps you in your own writing. In this seminar, I will describe and discuss the model I use for writing reviews. I will describe some principles I try to follow and a specific structure I almost always use. I will also pinpoint some dilemmas and challenges and throughout invite the participants in the discussion.

WG 2: Gathering of data (especially for qualitative analysis)

Leader: Birte Friedrich (University of Potsdam, Germany)

Abstract In the working group we will deal with different methods and instruments for data gathering. Selected methods and instruments will be presented and discussed using concrete examples from mathematics education research. Thereby we focus on data (gathered for example by videos, interviews or open questionnaires) that will be subsequently analyzed qualitatively. It is desired that participants also present or report of their own already developed or designed instruments, but also first ideas in this regard. Furthermore, we will discuss what should be considered in general when selecting methods and instruments for data gathering and how far they have to be coordinated with other considerations (such as research aims, research questions, or methods of analysis).

WG 3: Approaches to studying the impact of digital tools on problem solving

Leader: Zoltán Kovács (Eszterházy Károly Catholic University in Eger, Hungary)

Abstract Problem solving supported by digital technologies and the impact of digital tools on intellectual and interpersonal problem-solving processes have long been part of the scientific research of mathematical problem solving. One of the purposes of the workshop is to review, based on the literature, how previous frameworks for problem solving have evolved, how they assimilate the presence of digital technology, and what newer frameworks have emerged. The group will also analyze a concrete case based on the self-experience approach, discussing possible research objectives and methods. Although the topic covers a wide age range, the focus will be on secondary and upper-secondary schools (14–18-year-olds).

WG 4: Research journals and literature reviews in mathematics education

Leaders: Uffe Thomas Jankvist (Aarhus University, Denmark) & Mario Sánchez Aguilar (Instituto Politécnico Nacional, Mexico)

Abstract: In this working group, two topics will be addressed: (1) how to select a suitable journal to publish your research and what to expect of the reviewing process, and (2) the role and development of a literature review in mathematics education. The first part of the working group will provide participants with an overview of the most important journals in the field and their review processes. The second part will offer basic techniques for structuring and developing a literature review, and ways to stay up-to-date with the new publications on mathematics education. The working group will be a space where the participants can express their doubts and concerns about the publication processes in mathematics education journals as well as the development of literature reviews in the field.

WG 5: Mathematical classroom interactions: theories, themes and tensions

Leader: Jenni Ingram (University of Oxford, UK)

Abstract: Mathematics classroom discourse, interaction and talk make visible the complexity involved in the teaching and learning of mathematics. Research in mathematics education that has focused on these interactions has grown considerably in recent years, and with this comes a range of theories, themes and tensions. In this working group we will work with some videos and transcripts of these interactions to consider what different approaches to their analysis tells us about the teaching and learning within these interactions. These approaches will range from using standardised observation frameworks to ethnomethodological approaches that are inductive in nature, and many in between. We will also consider the reflexive relationship between what we focus on when analysing these interactions and the theoretical approach taken. These comparisons will highlight the advantages and disadvantages of the choices we make as researchers interested in interaction.