

CERME 13: Thematic Working Group 8

Affect and the Teaching and Learning of Mathematics

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Scope and focus of the Working Group

Affect is closely related to the teaching and learning of mathematics. Affect accompanies learning and interacts with cognitive and social processes in mathematics classrooms. Affect and its relation to teachers' practices and students' learning outcomes at several levels have been investigated from psychological, sociological, philosophical, linguistic and other perspectives. There is a wide range of concepts in this field such as beliefs, attitudes, values, goals, needs, motivation, identity, self-esteem, and emotions. We invite researchers in a discussion for deeper understanding of the role of affect in mathematical thinking and in the process of teaching and learning mathematics.

Call for papers and poster proposals

In Working Group 8, we welcome theoretical, methodological, empirical, or developmental papers and posters on the issues of Affect and the Teaching and Learning of Mathematics. Examples of the topics of interest include:

- Clarification of different dimensions of affective constructs and their relationships;
- Development of measurement instruments (such as questionnaires, and rubrics for qualitative analysis) and other methodological tools for research on affect;
- Role of different emotions, attitudes, values, and beliefs in topics such as teaching and learning of mathematics, problem solving and problem posing, teacher education and teacher professional development, and researcher development in mathematics education;
- Developmental aspects of affect such as interest and anxiety;
- Intervention and comparative studies aiming positive changes in affective variables;
- Role of affect in social interaction between students, teachers, and pre-service teachers;
- Affect as a social-cultural phenomenon and lifelong learning;
- Development of learners' and teachers' identity in relation to mathematics;
- Relationships between affect and gender/class/ethnicity/mathematical activity and other phenomena;
- Participants and contexts concerning affect, such as individual and groups of students in-and-out of mathematics classrooms at any level, and preservice and inservice teachers.

Papers and poster proposals should use the CERME template, and conform to the guidelines at <https://cerme13.renyi.hu/>. CERME 13 uses an electronic submission system <https://www.conftool.pro/cerme13/>. The authors submit the initial version of their paper on the website (uploading it both as a .doc and a .pdf file, and providing the required information, in particular the TWG number).

Reviews and decisions

Each paper will be peer-reviewed by two persons from among those who submit papers to this TWG. Please expect to be asked to review up to two papers yourself. The group leaders will decide about the acceptance of posters.

Important dates

- **15 February 2023:** Deadline for submission of papers and posters.
- **5 April 2023:** Preliminary decisions on papers and posters.
- **10-14 July 2023:** CERME 13 takes place.
- See <https://cerme13.renyi.hu/deadlines> for other important dates