

## **CERME 13: Thematic Working Group 23**

### **IMPLEMENTATION OF RESEARCH FINDINGS IN MATHEMATICS EDUCATION**

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#### **Scope and focus of the Working Group**

During five decades, the field of mathematics education research has generated a multitude of products, such as theoretical frameworks, concepts, didactic designs, solid findings, etc. Although the research community has always been concerned with the theory-practice relationship, it remains an open and a challenging problem how such products could be used and applied in practice. The TWG23 is a forum dedicated to presenting and discussing empirical and theoretical studies focused on elucidating the enablers and general conditions that favour or inhibit the implementation of research products generated in our field in practice. A main concern of the group is: how can we bring the accumulated research knowledge into practice?

The most recent discussions within this Working Group have focused on issues of scale and scaling, particularly on the purposes that small-scale and large-scale implementation-related studies can have from the perspective of IR. There is also a focus on the conceptualization of “stakeholder” and how this notion can be used to refine different types of analysis of implementation projects. Another recent discussion has been related to the notion of “change” in implementation research, and the need for theories of change that could be used to design, understand and evaluate implementations.

#### **Call for papers and poster proposals**

The TWG23 welcomes papers and posters addressing the most recent discussions within this Working Group related to the notions of scale, stakeholder, and change. The TWG23 also welcomes reports illustrating experiences of implementation of research findings in practice—either small or large scale—, where the object of the implementation and the implementation process are clearly identified. Likewise, the group welcomes theoretical papers addressing how we can define implementation research and the objects of implementation in mathematics education. The TWG23 is also interested in receiving reports on replication studies with a focus on implementation research. For instance, studies informing about how particular treatments, interventions, or didactic designs work in different contexts and with different populations; or studies helping to identify the enablers, obstacles, and general conditions that favor or inhibit the implementation of research products in the practice. Paper proposals must not exceed eight pages in length, and poster proposals must be two pages maximum.

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