

CERME8: Working Group 17

From a study of teaching practices to issues in teacher education

Leaders

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Scope and Focus of WG17

During the last decades, the study of mathematics teaching and teacher professional development has been a central focus of research in mathematics education. Research related to mathematics teaching has focused on teachers' decisions and actions that seem to be effective in promoting students' learning. Two questions that emerge are *what shapes mathematics teaching* and *what is the role of the teacher*. Research on teachers' beliefs, knowledge, and identity as well as on the impact of the wider social contexts in which teachers participate offers some responses to these questions. Research has also focused on the impact of different professional development initiatives or teacher education programs on teachers' professional learning and on the development of mathematics teaching and learning. Such initiatives include, for example, collaboration between teachers and academic researchers or the use of research based tasks. In these contexts, the role of the academic researchers is increasingly becoming an important issue. The research community also attempts to develop theoretical and methodological frameworks that can capture the complex relationship between mathematics learning, teaching, teacher practices, and mathematics teacher education. We welcome these and other issues in discussion, that may present diverse perspectives and theoretical approaches, and which will contribute to the development of our understanding as researchers and practitioners.

Call for papers and poster proposals

In Working Group 17 we welcome theoretical, methodological, empirical or developmental papers (10 pages maximum) and poster proposals (2 pages) in the following areas, though any paper/poster of relevance to the overall focus of the group will also be considered. We particularly welcome papers presenting innovative approaches to issues such as the following:

- Collaborative research: Teachers' and mathematics educators' professional development
- Tasks and approaches in mathematics teacher education
- Teachers' knowledge, beliefs, and identity and their relationship to practice
- The impact of mathematics education research on teachers' and teaching development/learning
- Theoretical and methodological tools for studying teaching and teachers' professional development

Papers and poster proposals should use the CERME8 template, and conform to the guidelines at http://www.cerme8.metu.edu.tr/author_guidelines.html. To submit your paper or poster, you must email it as a WORD document to Despina Potari at dpotari@math.uoa.gr AND to the conference secretariat at accerme8@metu.edu.tr by 15th September 2012. Please send a PDF version *in addition* to the WORD document.

Reviews and Decisions

Each paper will be peer-reviewed by three colleagues from among those who submit papers to WG17. Please expect to be asked to review up to three papers yourself between 15th September and 22nd October 2012. It is likely that some revisions will be necessary on your paper before final acceptance. Please reserve some time to do this in the second half of November. The group leaders will decide about the acceptance of posters.

Important dates

15 September, 2012: Deadline for submission of papers
1 October, 2012: Deadline for submission of poster proposals
22 October, 2012: Deadline for reviewers to submit their reviews
15 November, 2012: Decisions about paper or poster acceptance
1 December, 2012: Deadline for revisions to papers
1 December, 2012: Reduced fee registration deadline
15 December, 2012: Papers for presentation at the congress available on the congress website
6 -10 February, 2013: **Conference**