

YERME-Day 2025

Monday, 3rd of February – Tuesday, 4th of February

YERME

ERME :European society for **R**esearch in **M**athematics **E**ducation

For additional information about YERME and ERME
check [ERME website](#)
or contact
[Dilan Şahin-Gür](#) and [Luca Lamanna](#)



@YERMEMathEd



@YERME_MathEd

Programme

Monday 3rd, 14:00-18:00 CET

- from 13:00** Arrival and registration for YERME-Day and CERME (organised by LOC)
- 14:00-14:30** Opening ceremony for YERME-Day (includes introduction of candidates for election of YERME representative in ERME Board (by Dilan Şahin-Gür & Luca Lamanna) Seminar 1, Floor -1, Building A1
- 14:30-15:30** Plenary session with Prof. Giorgio Bolondi (Bolzano, Italy) – “*Large Scale Assessment in Mathematics as an ingredient for mixed method research design*” Seminar 1, Floor -1, Building A1
- 15:30-16:00** Coffee break Foyer, Floor -1, Building A1
- 16:00-18:00** Working Groups: First choice *
- WG1 – Núria Planas (Spain): *Scientific (re)writing: From conference communications to journal articles* Seminar 1, Floor -1, Building A1
 - WG2 – Alf Coles (UK): *Towards an embodied view of mathematics teacher noticing* Seminar 2, Floor -1, Building A1
 - WG3 – Annalisa Cusi (Italy): *Exploring the interaction with digital resources in mathematics education: focus on the users' perspective* Seminar 3, Floor -1, Building A1
 - WG4 – Stéphane Clivaz (Switzerland): *Research on mathematics teaching: What can the observation of teacher collaborating bring to the field? What are the theoretical and methodological issues?* Seminar 4, Floor -1, Building A1
 - WG5 – Jenni Ingram (UK): *Analysing mathematics classroom interactions: theories, themes and tensions* Seminar 5, Floor 1, Building A1
- from 19:30** Informal standing dinner at [Castel Mareccio](#) with the ERME Board members and LOC

Tuesday 4th, 09:00-12:45 CET

- 09:00-11:00** Working Groups: Second choice *
- WG1 – Núria Planas (Spain): *Scientific (re)writing: From conference communications to journal articles* Seminar 1, Floor -1, Building A1
 - WG2 – Alf Coles (UK): *Towards an embodied view of mathematics teacher noticing* Seminar 2, Floor -1, Building A1
 - WG3 – Annalisa Cusi (Italy): *Exploring the interaction with digital resources in mathematics education: focus on the users' perspective* Seminar 2, Floor -1, Building A1
 - WG4 – Stéphane Clivaz (Switzerland): *Research on mathematics teaching: What can the observation of teacher collaborating bring to the field? What are the theoretical and methodological issues?* Seminar 4, Floor -1, Building A1
 - WG5 – Jenni Ingram (UK): *Analysing mathematics classroom interactions: theories, themes and tensions* Seminar 5, Floor 1, Building A1
- 11:00-11:30** Coffee break Voyer, Floor -1, Building A1
- 11:30-12:30** Debate of candidates for the position of YERME representative in ERME Board (moderated by Dilan & Luca) Seminar 1, Floor -1, Building A1
- 12:30-12:45** Closing Ceremony for YERME-Day (by Luca & Dilan) Seminar 1, Floor -1, Building A1

*Participants are distributed in five groups.

Consult the following pages to find out more informations about plenary and WGs.

Plenary talk

Title: **Large Scale Assessment in Mathematics as
an ingredient for mixed method research design**

Leader: **Prof. Giorgio Bolondi** (Libera Università di Bolzano, Italy)

Abstract Mixed method research designs and experimental plans are more and more common in educational research. Large Scale Assessments provide a huge amount of information which needs to be interpreted and interfaced with solid findings of traditional research, qualitative or small-scale quantitative. We present and discuss some examples of mixed-methods design which include LSAs as an integrated step.

Working Groups (WGs)

WG 1: **Scientific (re)writing: From conference communications to
journal articles?**

Leader: **Prof. Núria Planas** (Universitat Autònoma de Barcelona, Spain)

Abstract Several practices are important to develop a successful research career in mathematics education. We all benefit, for example, from regular participation in international conferences like CERME. Conferences bring opportunities of sharing collective experiences and networking, as well as opportunities of practicing good scientific writing and presenting unfinished research work. The writing of conference reports is nonetheless challenging, although not as much as the writing of journal articles, which are necessary to increase the potential impact of our studies and their reach beyond conference participants. Not all research presented at conferences is eventually published in refereed journals! This workshop will provide issues and recommendations with regard to (1) communication differences between conference reports and journal articles, and (2) strategic moves from the writing and presentation of a conference report to the preparation and publishing of at least one related journal article.

WG 2: Towards an embodied view of mathematics teacher noticing

Leader: Prof. Alf Coles (University of Bristol, UK)

Abstract In this workshop I will offer a critique of some of the common ways of conceptualising teacher noticing. Current views tend to be dominated by an input-output model of mind. We will work together on what a more embodied view of noticing might entail. I will be suggesting noticing is mutual (involving others' noticing) and layered (involving noticing about noticing) among other characteristics. There will be some tasks to help us reflect on our own noticing and opportunities for discussion of the issues raised.

WG 3: Exploring the interaction with digital resources in mathematics education: focus on the users' perspective

Leader: Prof. Annalisa Cusi (Università di Roma – Sapienza, Italy)

Abstract In this working group, we will address the issue of investigating the use of digital resources (DR) in mathematics education, especially considering students' perspectives on their use of DR to support their learning processes. After considering a review of potential theoretical frameworks useful for carrying out this type of investigation, we will reflect, on the one hand, on the different aspects that the use of specific theoretical lenses could allow to study in relation to this issue and, on the other hand, on how to design and develop a data analysis useful for answering specific research questions. These reflections will be developed by focusing on data collected during different research studies conducted at upper secondary and undergraduate levels.

WG 4: Research on mathematics teaching: What can the observation of teacher collaborating bring to the field? What are the theoretical and methodological issues?

Leader: Prof. Stéphane Clivaz (Lausanne University of Teacher Education)

Abstract: This workshop focuses on research on teachers, where teachers are working with colleagues, researchers, or other educators. Whether the research focuses on teachers' collaboration or not, the interplay between the individual and collective aspects raises theoretical and methodological issues. It might also produce results that differ somehow from the study of individual teachers. Participants will share and discuss these particularities in their research in small groups and collectively, sharing some insights with their pairs and the workshop facilitator.

WG 5: Analysing mathematics classroom interactions: theories, themes and tensions

Leaders: 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.