

CERME9: Thematic Working Group 8

Affect and mathematical thinking

Leaders

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Scope and Focus of TWG8

Affective issues in mathematics education have received a lot of attention over the last two decades. Primarily this research has looked at affective constructs (emotions, beliefs, attitudes and values) in teaching and learning in general. More specifically, it has turned its lens on mathematical thinking, problem solving, social context of classrooms, and mathematics everyday life. Affective variables can be seen as indicative of learning outcomes and as predictive of future success. The different research perspectives that have been used in the study of affect include psychological, sociological, philosophical, and linguistic. While the most frequently used terms in affect research have been beliefs, attitudes and emotions the range of concepts used in this area is wide including constructs such as anxiety, confidence, self-esteem, interest, values, motivation, resistance, needs, goals, and identity. We welcome these and other perspectives in a discussion for deeper understanding of the role of affect in mathematical thinking, in the process of learning and teaching mathematics, and in research on mathematics education.

Call for papers and poster proposals

In Working Group 8 we welcome theoretical, methodological, empirical or developmental papers (10 pages maximum) and poster proposals (2 pages) on issues such as the following:

- developmental aspects of affect, for example, generation of or relief from math anxiety, development of interest in mathematics etc.;
- clarification of different dimensions of affect and their relationships;
- development of measurement instruments and other methodological tools for research on affect;
- role of different emotions (joy, fear, sadness, anger, surprise etc.) in mathematical thinking or problem solving;
- role of affect in communication;
- role of affect in research (beliefs, emotions, values that drive researchers' choices);
- affective factors emerging in research studies not focused on affective aspects;
- affect as social, cultural phenomenon and lifelong learning;
- development of learning communities that foster positive affective climate;
- relationships between affect and gender/class/ethnicity, etc;
- role of affect in teaching, inservice teacher development, and preservice teacher education;
- and a host of other topics relevant to the overall focus of the group.

The focus of the research may vary from individual students and classrooms, (pre-service and in-service) teachers, to people in everyday life.

Papers and poster proposals should use the CERME9 WORD template, and conform to the guidelines at <http://www.cerme9.org/guidelines/guidelines-for-authors/>. To submit it, you must email your paper as a WORD document to Pietro Di Martino at dimartin@dm.unipi.it AND at the same time to the conference secretariat at submission@cerme9.org not later than September 15, 2014 for papers and not later than October 1, 2014 for posters. If possible please also send a pdf version *in addition* to the WORD document.

Reviews and Decisions

Each paper will be peer-reviewed by two persons from among those who submit papers to this Thematic Working Group. Please expect to be asked to review up to three papers yourself. It may be necessary for you to revise your paper before final acceptance. The group leaders will decide about the acceptance of posters.

Important dates

September 15, 2014: Deadline for submission of papers
October 1, 2014: Deadline for submission of poster proposals
November 25, 2014: Deadline for reviewers to submit their reviews
December 5, 2014: Decisions about paper or poster acceptance
December 20, 2014: Reduced fee registration deadline
January 10, 2015: Deadline for revisions of papers
January 20, 2015: Papers for presentation at the congress available on the CERME website