

## **CERME 12: 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 mathematical classroom. Affect and its relation to learning outcomes have been investigated from psychological, sociological, philosophical, linguistic and other perspectives. The range of concepts used in this area is wide and includes for instance 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 learning and teaching mathematics.

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

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

- clarification of different dimensions of affective constructs and their relationships;
- development of measurement instruments (questionnaires, rubrics for qualitative analysis etc.) and other methodological tools for research on affect;
- role of different emotions, attitudes, values and beliefs in teaching and learning of mathematics, problem posing, problem solving, proof, etc.;
- developmental aspects of affect – for example, development of interest, anxiety etc.;
- intervention or comparative studies aimed at 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;
- relationships between affect and gender/class/ethnicity/mathematical activity etc.
- the focus of the research may vary from individual students in and out of school, (pre-service and in-service) teachers classrooms, university courses, to people in everyday life.

Papers and poster proposals should use the CERME template, and conform to the guidelines at [www.cerme12.it](http://www.cerme12.it) CERME 12 uses an electronic submission system [www.conftool.pro/cerme12](http://www.conftool.pro/cerme12) 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. The group leaders will decide about the acceptance of posters.

#### **Important dates**

- **15<sup>th</sup> July 2021:** Deadline for [Early Bird Procedure](#)
- **15<sup>th</sup> September 2021:** Deadline for submission of papers and posters.
- **4<sup>th</sup> November 2021:** Preliminary decisions on papers.
- **12<sup>h</sup> November 2021:** Preliminary decisions on posters.
- **2<sup>nd</sup> - 6<sup>th</sup> February 2022:** CERME 12 takes place.
- See [www.cerme12.it/deadlines/](http://www.cerme12.it/deadlines/) for other important dates