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Introduction to the Proceedings of the Tenth Congress of the European Society for Research in Mathematics Education (CERME10)

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About CERME10

The Tenth Congress of European Research in Mathematics Education (CERME 10) took place in Dublin (Ireland) from 1st to 5th February 2017. Ghislaine Gueudet (France) was the chair of the International Programme Committee (IPC) which comprised Thérèse Dooley (Ireland, chair of the local Programme Committee), Andreas Eichler (Germany, co-chair), Marianna Bosch (Spain), Markku Hannula (Finland), Jeremy Hodgen (UK), Konrad Krainer (Austria), Despina Potari (Greece), Kirsti Rø (Norway), Cristina Sabena (Italy), Michiel Veldhuis (Netherlands), Nad'a Vondrová (Czech Republic). Thérèse Dooley and Maurice O'Reilly were chair and co-chair respectively of the Local Organizing Committee (LOC).

CERME10 hosted 23 Thematic Working Groups, listed in the table below. The TWGs 21, 22, 23 and 24 were new groups, created following a call launched just after CERME9, and a selection process involving the CERME10 IPC and the ERME board. They all have been very successful, and will be part of CERME11 in February 2019. TWG7 (Mathematical potential, creativity and talent) has unfortunately been cancelled, due to a lack of contributions; while TWG14 has been split in two for the conference, because of the large number of papers received.

TWG	Leader
TWG1: Argumentation and proof	Gabriel Stylianides (UK)
TWG2: Arithmetic and number systems	Elisabeth Rathgeb-Schnierer (Germany)
TWG3: Algebraic thinking	Reinhard Oldenburg (Germany)
TWG4: Geometry	Joris Mithalal (France)
TWG5: Probability and statistics education	Corinne Hahn (France)
TWG6: Applications and modelling	Susana Carreira (Portugal)
TWG8: Affect and mathematical thinking	Pietro Di Martino (Italy)
TWG9: Mathematics and language	Núria Planas (Spain)
TWG10: Diversity and mathematics education: Social, cultural and political challenges	Lisa Björklund Boistrup (Sweden)
TWG11: Comparative studies in mathematics education	Paul Andrews (Sweden)
TWG12: History in mathematics education	Renaud Chorlay (France)

TWG13: Early years mathematics	Ingvald Erfjord (Norway)
TWG14a: University mathematics education	Alejandro Gonzalez Martin (Canada)
TWG 14b: University mathematics education	Irene Biza (United Kingdom)
TWG15: Teaching mathematics with resources and technology	Alison Clark-Wilson (UK)
TWG16: Students' learning mathematics with resources and technology	Hans-Georg Weigand (Germany)
TWG17: Theoretical perspectives and approaches in mathematics education research	Angelika Bikner Ahsbahs (Germany)
TWG18: Mathematics teacher education and professional development	Stefan Zehetmeier (Austria)
TWG19: Mathematics teacher and classroom practices	Charalampos Sakonidis (Greece)
TWG20: Mathematics teacher knowledge, beliefs and identity	Miguel Ribeiro
TWG21: Assessment in mathematics education	Paola Iannone (UK)
TWG22: Curricular resources and task design in mathematics education	Birgit Pepin (The Netherlands)
TWG23: Implementation of research findings in mathematics education	Uffe Thomas Jankvist (Denmark)
TWG24: Representations in mathematics teaching and learning	Elisabetta Robotti (Italy)

Editorial information

These proceedings are available as a complete volume online on the ERME website and each individual text is also available on the HAL open archive, where it can be found through keywords, title or author name. This has been the practice since CERME9, to increase the visibility of the huge work done in CERME conferences.

This volume begins with texts corresponding to the three plenary activities of CERME10: the presentation by Elena Nardi on University Mathematics Education; that by Lieven Verschaffel on Early Mathematics; and the panel on Solid Findings in Mathematics Education, chaired by Marianna Bosch and involving Tommy Dreyfus, Catarina Primi and Gerry Shiel.

After the plenaries, the reader will find 23 chapters corresponding to the work done in the TWGs of CERME10 (we remind the reader that TWG7 has been cancelled; moreover, TWG14 was split in two for the conference, but all the papers are in the same section in these proceedings).

These chapters follow a similar structure: they start with an introduction; then the long contributions (8-page papers) are presented – in alphabetical order by first author's name – and finally the short

contributions (2 pages). However, TWG17 has chosen a different order, corresponding to subthemes in the group.

There are two kinds of introductions to the TWGs, according to the team's choice: short introductions (4 pages) presenting the contributions; or long introductions (8 pages), which propose, in addition, an analysis of the current research on the theme of the TWG, and perspectives for the future. TWGs 6, 14, 15, 16, 17, 19 and 23 have chosen this form of long introduction.

The publication of these proceedings is the result of a collaborative work, involving CERME10 IPC, the TWG leaders and co-leaders, and the LOC co-chair. We warmly thank all these people for their involvement, and hope that this volume will contribute to the development of mathematics education research in Europe and beyond.