

CERME 11: Thematic Working Group 08 **Affect and the Teaching and Learning of Mathematics**

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Scope and focus of the Thematic Working Group

Affect is closely related to mathematical thinking and 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 welcome 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 such as the following, though any paper/poster of relevance to the overall focus of the group will also be considered:

- clarification of different dimensions of affective construct 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 (enjoyment, fear, boredom, anger etc.), attitudes, values and beliefs in teaching and learning of mathematics, 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 communication between students, teachers and pre-service teachers;
 - affect as social, cultural phenomenon and lifelong learning;
 - development of learning communities that foster positive affective climate;
 - 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 the [guidelines website](#). CERME 11 uses a [submission website](#). 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 yourself. The group leaders will decide about the acceptance of posters.

Important dates

- **15th July 2018:** Early bird submission (please refer to the [early bird website](#))
- **15th September 2018:** Initial submission by authors in the submission system.
- **3rd November 2018:** Initial decisions on papers and posters sent.
- **24th November 2018:** The authors submit a revised version if needed.
- **5th December 2018:** Final decisions sent.
- **12th December 2018:** Final version uploaded.
- **13th January 2019:** Papers available on CERME 11 website.