

CERME9: Thematic Working Group 11

Comparative studies in mathematics education

Leaders

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Scope and Focus of TWG11

The Thematic Working Group on comparative studies in mathematics education invites empirical, methodological or theoretical contributions focused on comparison. In so doing the group adopts an eclectic perspective on the meaning of comparison and interprets *comparative* to refer to any study that documents, analyses, contrasts or juxtaposes cross-cultural or cross-contextual similarities and differences across all aspects and levels of mathematics education. Thus, for example, studies may conform to the more conventional approach of comparing cross-culturally or cross-nationally. However, the group also welcomes studies that compare sectors of school-systems, groups that share specific characteristics (such as gender, language, social and economic background, cultural affiliation) or mathematics and other school subjects. The key characteristic of all contributions to this TWG should be the role, and the manner in which it is undertaken, of comparison.

Call for papers and poster proposals

The comparative studies in mathematics education working group aims to provide a forum for critical but supportive discussion and dialogue in order to:

- share findings and outcomes of empirical studies that adopt a comparative approach;
- outline the delineation of comparative and non-comparative research;
- develop and refine research methodologies specific to comparative studies;
- explore the interaction of macro-level survey studies and micro-level case studies;
- understand how various theoretical approaches and conceptual frameworks shape the goals and the design of comparative research;
- understand how comparative studies can inform teaching and learning practices;
- understand the role of culture in the construction of mathematics teaching and learning

Papers reporting on empirical studies should explicitly address the rationale for a comparative approach.

Papers with a methodological or theoretical focus could, for example, address issues of comparability of culturally-grounded practices or units of analysis in comparative studies; examine critically methods of data aggregation in cross-national quantitative studies or strategies for making research instruments more culturally sensitive. In all cases, the discussion should address a problématique specific to comparative studies in mathematics education.

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 Paul Andrews at paul.andrews@mnd.su.se 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