

## ETC 22

### Second Announcement

### Communication and diversity in mathematics education: Exploring language, meaning making and methodologies

25 – 27 August 2026

University College Cork, Ireland

<https://www.ucc.ie/en/etc22/>

#### Focus of ETC 22

The topic of the proposed ETC is “*Communication and diversity in mathematics education: Exploring language, meaning making and methodologies*”. This includes all research highlighting the role of language and interaction in learning and teaching mathematics from kindergarten to university mathematics, as well as research related to pre-service teacher education and professional development. By utilising the terms “*communication*” and “*meaning making*”, we emphasise the dual function of language as both *medium* and *message*, while not excluding other semiotic means for meaning making. By utilising the term “*diversity*”, we acknowledge heterogeneity as a resource for learning in educational settings as well as the differences between educational settings we are working in and with. By utilising the term “*methodologies*”, we highlight explicitly the increased interest, within the community, in diverse theoretical perspectives and associated research methods.

#### Structure of the ETC

The main theme of the ETC “*Communication and Diversity in mathematics education: Exploring language, meaning making and methodologies*” will be organised into the following subthemes (ST):

- ST1: Interaction and discourse in mathematics.** This session theme invites contributions that explore communication and meaning making in mathematics education across diverse settings, including but not limited to classroom environments.
- ST2: Multilingualism and language varieties in mathematics learning.** This session theme seeks to bring together researchers investigating multilingual contexts and the impact of language diversity on mathematics learning. Papers may address issues of communication, meaning making, and equity.
- ST3: Methodological and theoretical approaches in mathematics education research.** This session theme invites papers that advance methodological and theoretical frameworks relevant to linguistically diverse mathematics education contexts. We welcome theoretical contributions, methodological innovations, and reflective discussions on emerging directions in mathematics education research.

In all subthemes, qualitative and quantitative empirical research is welcomed, as well as research with different theoretical backgrounds and analytic frameworks. Research is not restricted to classroom contexts, and may relate to other contexts too, for example, work carried out with pre-service and in-service teachers, or out-of-school contexts. To promote

communication and future cooperation and collaboration, the following different types of working sessions are planned:

- **Paper Sessions:** In these sessions, short presentations of papers are given and then discussed by the participants. Papers are not grouped by the related subthemes but by other aspects they have in common (e.g., similar frameworks, similar focus on a mathematical topic, similar focus on age group of the students). The number of parallel sessions will be determined by the number of submitted papers.
- **ST Sessions:** In these sessions, participants meet in their subtheme group. Participants report from the Paper Sessions they attended to inform all participants about possible interesting connections to papers from other subthemes as we expect that the subthemes are not separable. Furthermore, ST groups decide on themes and modes for deeper discussions, reflections on already established research as well as future directions, cooperations, and collaborations.
- **Data Session:** The purpose of this session is to have parallel analyses of a set/sets of data using different theoretical lenses and/or methods.
- **Poster Session:** This will include a “Museum Walk” that will allow for the presentation and discussion of concrete classroom materials (e.g., representations, tasks, digital formats).
- **Panel Discussion:** There will be a commentary panel to formulate questions and interesting topics drawn from the working sessions with a view to moving the field forward.

### Plenary Speakers

We are very happy to welcome Prof. Hamsa Venkatakrishnan (Dublin City University, Ireland) and Prof. Ove Gunnar Drageset (UiT The Arctic University of Norway) as our plenary speakers. The following are the titles and abstracts of their respective talks.

#### **Prof. Hamsa Venkatakrishnan: Considering instructional communication**

Research from contexts with very different mathematical outcomes in early grade mathematics has tended to describe instructional communications in terms of rote teaching of procedures. But this blunt description fails to explain the differences in mathematical outcomes for children. In this keynote, I draw from examples of instructional explanations and evaluations of instructional communication offered in different outcome contexts to probe beneath the surface of rote teaching. I suggest that listening to teachers as they engage with mathematical tasks and explanations provides windows into understanding broader orientations to instruction, and that these orientations are important aspects to take into account in our work in professional development.

#### **Prof. Ove Gunnar Drageset: Communication in mathematics: Big Ideas and the challenge of impact**

Research on communication in mathematics has generated powerful ideas about how classroom talk can shape students’ opportunities to learn and understand mathematics. Yet, the impact of this research on everyday teaching remains limited—students still struggle far more than necessary. In this keynote, I will highlight central insights from the field of

mathematical communication and explore how these ideas can impact teacher education and practice. Drawing on examples from drama-based approaches, rehearsals, and a deeper integration of practicum into teacher education, I will argue for a stronger focus on impact.

### Early Career Researchers

We are pleased to offer dedicated support for Early Career Researchers (ECRs) through both an online pre-event and a half-day programme held immediately before the main conference.

- **Online Pre-Event — Monday, 19 January, 17:00–19:00 CET**  
This session will introduce key aspects of ETC 22 and provide guidance on how to prepare effectively (e.g., developing your submission). Further details are available on the conference website. If you wish to attend, please register via the [link provided](#).
- **Half-Day Programme for Early Career Researchers — Monday, 24 August, 13:30–17:00 CET**  
To help you get the most from ETC 22, we warmly invite you to join our dedicated half-day ECR programme. The afternoon will include:
  - an expert workshop on conducting research related to communication and diversity in mathematics education.
  - a networking session designed to connect you with other ECRs in this field and provide opportunities to share experiences.
  - a coffee break and an optional group dinner to continue conversations informally.

Participation in both the online pre-event and the half-day programme is free of charge and does not add to the conference fee.

### Call for Papers

The conference will be in English. The conference invites three types of submissions, namely papers, posters, and design posters. Papers and posters must deal with one or more of the subthemes of the conference, but one subtheme must be identified when submitting (ST1, ST2 or ST3).

- **Papers:** Paper proposals will consist of a full paper of maximum 8 pages (please use the CERME template from <https://www.cerme14.it/paper-poster-submission/>). Proposals may report on research results, research in progress, theoretical developments, and/or be discussion papers.
- **Posters:** Poster proposals will consist of 2 pages. They may report on research results, research in progress, or theoretical developments (please use the CERME template from <https://www.cerme14.it/paper-poster-submission/>).
- **Design Posters:** Design posters will present design principles and show examples of learning materials. A design poster proposal may be submitted in the form of a brief abstract (max. 500 words) outlining the mathematical topic, language context and design principles that will be presented.

A participant may be first author on **only one** submission, with the exception of design posters. We strongly encourage contributors to submit a design poster in addition to a paper or regular poster, where appropriate. Each submission will be peer-reviewed by two people from among those who submit proposals. The IPC will make the final decision about

acceptance according to a) the originality and quality of the work, b) the potential to contribute to the conference topic, and c) the fit to a subtheme.

The file must be named as ETC\_FIRST AUTHOR\_ST NUMBER e.g. ETC\_Ingram\_ST1.docx

Papers and posters should be submitted via our online [Qualtrics form](#). For submissions with multiple authors, the first author should complete the submission process. The submission system will close at midnight on Monday, 16 February 2026. Further information may be found on the conference [website](#). After the conference, accepted and presented papers will be collated in open-access-online proceedings using the HAL-Archive.

### Conference Fees and Registration

There are two conference rates.

- **Reduced rate (€130):** available to students enrolled in a Masters or PhD programme.
- **Full rate (€200):** standard conference fee for all other participants.

The conference fee includes the coffee breaks, lunches, and the guided city tour. Not included in the price are conference dinners but further information will be provided about these at a later date.

Registration will open via the conference website in early January 2026 and will remain open until 30 June 2026. Please note that the submission and registration processes are independent of each other. That is, you may submit a paper/poster and wait for its acceptance before registering. You may also choose to register for the conference without presenting a paper/poster.

### Timeline for Paper Submission and Registration

Submission of papers	16 February 2026
Reviews of papers	30 March 2026
Decision papers	27 April 2026
Final registration	30 June 2026
Submission of revised papers	30 June 2026
Early Career Researchers' Day	24 August, 2026
Conference	25 – 27 August 2026

### We are looking forward to welcoming you in Cork!

**The International Programme Committee:** Marie Therese Farrugia (Malta) (Chair), Kirstin Erath (Germany), Melina Fabian (Germany), Ingólfur Gíslason (Iceland), Jenni Ingram (UK), Máire Ní Ríordáin (Ireland), Núria Planas (Spain), Frode Rønning (Norway), Alexander Schüler-Meyer (Netherlands); Petra Svensson Källberg (Sweden), Anna-Marietha Vogler (Germany).

**And the Local Organising Committee:** Máire Ní Ríordáin (Chair), Craig Neville, Jincai Yang.

## Preliminary Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Arrival of participants  Programme for early career researchers starting at 1.30 pm.		Paper Session 2	Paper Session 3	Departure of participants
9:00		Registration Tea & Coffee			
9:30		Opening		Tea & Coffee	
10:00		Plenary 1	Tea & Coffee	ST Session 2	
10:30			Plenary 2		
11:00		Lunch	Lunch	Lunch	
11:30					
12:00		Paper Session 1	Data Session	Posters & museum walk	
12:30					
13:00		Tea & Coffee	Tea & Coffee		
13:30		ST Session 1		Commentary Panel	
14:00					
14:30					
15:00			City Tour	Closing	
15:30					
16:00					
16:30			Conference Dinner		
17:00					
17:30					
18:00					
18:30					
19:00					