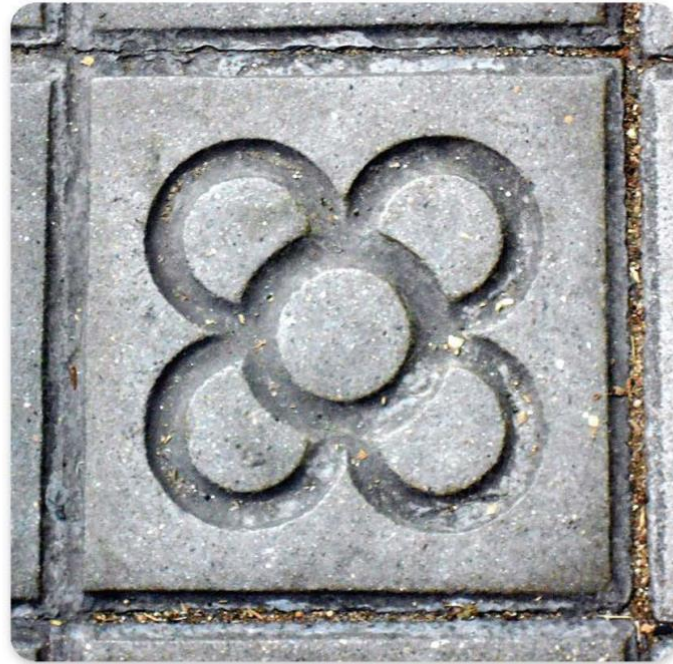


# CIEAEM 77



Barcelona  
20-24 July 2026

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**2<sup>nd</sup> announcement**

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## **Connecting being, doing, and knowing in Mathematics Education**

A mathematics education conference for researchers, teacher educators, pre-service teachers, and teachers.

Official languages: English and French

Conference venue: University of Barcelona

Visit our websites:

<https://actes.ub.edu/go/cieaem77>

<http://www.cieaem.org>





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Ana Serrado Bayes  
Nathalia Valderrama  
Yesenia Uicab

Website: <https://actes.ub.edu/go/ciaem77>

E-mail: [ciaem77@gmail.com](mailto:ciaem77@gmail.com)

The theme of the conference CIEAEM 77 is Connecting being, doing, and knowing in Mathematics Education.

The Commission for the Study and Improvement of Mathematics Teaching - CIEAEM invites the mathematics education community to reflect on the intertwined dimensions of identity, activity, and cognition that shape mathematical learning and teaching. A rich body of research has shown how learners' ways of *being* in mathematics arise through opportunities for meaningful *doing*—engagement in practices that foster reasoning, problem solving, modelling, and collaboration—while their mathematical *knowing* develops through sustained participation in these practices and the discourse communities around them. The theme *Connecting being, doing, and knowing in Mathematics Education* resonates deeply with the values articulated in the CIEAEM Manifesto ([link](#)), which emphasizes mathematics education grounded in classroom practice, social responsibility, and critical reflection. By foregrounding these connections, the conference aims to spark dialogue and inspire contributions that consider learning and teaching as holistic processes, where who learners are, what they do, and what they come to know continually inform one another.

We welcome work that examines how these dimensions intersect across diverse contexts—whether through inquiries into mathematics and society, the evolving role of digital technologies, the dynamics of teacher learning and professional practice, or the foundational processes that shape students' mathematical development and assessment. The following subthemes illustrate key areas of interest for this year's meeting.

- (1) Mathematics, citizenship, ethics, and sustainability. This subtheme invites contributions exploring the role of mathematics in fostering social responsibility, ethical reasoning, and sustainable practices. Key issues include mathematics for social justice, environmental awareness, and civic engagement, as well as ethical and philosophical approaches to teaching and learning mathematics. Questions of interest may include: How can mathematics classrooms promote critical thinking about societal challenges? In what ways can curricula integrate sustainability and social justice while supporting deep mathematical understanding? How do ethical considerations shape the design of tasks, assessments, and instructional decisions? Extended information can be found in the discussion document.
- (2) Technologies and mathematics teaching and learning. This subtheme focuses on the innovative use of digital tools, artificial intelligence, and online environments to support mathematical thinking across algebra, arithmetic, geometry, and data management. Topics include ICT-mediated instruction, generative AI, dynamic and interactive e-task design, and critical teacher reflection on technology use. Open questions include: How can technologies enhance conceptual understanding rather than procedural knowledge alone? What are effective strategies for integrating AI tools while fostering critical digital literacy? How can technology-mediated tasks support collaboration, reasoning, and modeling in diverse classroom contexts? Extended information can be found in the discussion document.
- (3) Teacher education, practice, collaboration, and professional learning. This subtheme addresses research on teacher preparation, ongoing professional development, and collaborative practices in mathematics education. It encompasses lesson study, co-design of learning sequences, professional learning communities, teacher noticing, and the analysis of students' mathematical thinking, as well as criteria for didactic suitability of tasks. Key questions include: What are effective models for sustaining teacher collaboration and professional growth? How can teacher education programs balance content

knowledge, pedagogical knowledge, and reflective practice? How do teachers interpret and respond to students' mathematical thinking in ways that promote equity and inclusion? Extended information can be found in the discussion document.

- (4) Foundations of learning and assessment in mathematics. This subtheme explores research on the cognitive, social, and cultural foundations of learning, as well as innovative approaches to assessment. Topics include the use of manipulatives, embedded design, reasoning, proof, mathematical communication, and evaluation of competencies such as modeling, problem-solving, and data interpretation. Central questions include: How can assessment practices capture the full range of students' mathematical thinking? What strategies foster reasoning and proof skills across diverse learners? How can task design and evaluation promote deep understanding while supporting formative learning and self-regulation? Extended information can be found in the discussion document.

## **Program of CIEAEM 77**

The programme of the conference includes several activities: plenaries, semi-plenaries, working groups, oral presentations, forum of ideas, panels, and meeting the plenary speakers. The information below will be updated at the website of CIEAEM77 <https://actes.ub.edu/go/cieaem77>.

### **Plenary and Semi-plenary Presentations**

The programme includes plenary and semi-plenary sessions where invited speakers will focus on aspects of the conference theme. The plenaries and semi-plenaries provide a shared input to the conference and form a basis for discussions in the working groups.

The plenary and semi-plenary speakers are:

*Coming soon*

### **Working Groups**

Each participant is invited to become a member of one of the working groups that will meet several times throughout the conference. Working groups will focus on a specific subtheme (see the description above) or on a number of interrelated themes. This will provide opportunities both for in-depth discussions and for the linking of experiences. These are planned as interactive sessions and are the heart of the conference. Oral presentations of papers are included in these sessions, and discussions and exchanges of experiences and ideas are essential aspects of this activity. Each working group will be coordinated by two "animators".

### **Oral Presentations within the Working Groups**

Individuals or small groups of participants are encouraged to contribute to the conference through an oral presentation, thus communicating and sharing with others their ideas, research work or experiences. Relevant case studies are particularly welcome. Presentations should be related to the theme of the conference in general or to the subthemes. There will be between 15 and 20 minutes available for each presentation (depending on the organisation of the working group) followed by approximately 10 to 15 minutes for discussion.

### **Workshops**

Individuals or small groups of participants are also encouraged to prepare and organise workshops. These are a more extended type of contribution which should focus on concrete activities and encourage the active involvement of the participants through working on materials, problems or questions relating to the subthemes. A workshop will last for about 90 minutes.

### Forum of Ideas

The Forum of Ideas offers an opportunity to present (for example through a poster) case studies, learning materials and research projects, as well as ideas that are not directly related to the conference theme. There will be a specific time for contributors to explain and discuss their work with fellow participants.

### Panel session

There will be a panel session, that will enrich the discussion of the conference theme, with particular attention to mathematics education in relation to actions for futures. There will also be a panel session at the very end, pointing at CIEAEM as a community now and in the following years.

	Monday 20 July	Tuesday 21 July	Wednesday 22 July	Thursday 23 July	Friday 24 July	
09.00		Semi-plenaries	Plenary 2	Plenary 3	Plenary 4	09.00
09.30						09.30
10.00	Registration 10.00	Coffee	Coffee	Coffee	Coffee	10.00
10.30	13.00	Meeting with semi-plenaries	Working groups 4	Meeting with plenaries 1 and 2	Meeting with the plenary 3 and 4	10.30
11.00		Working groups 2		Working group 5	Working groups reports	11.00
11.30						11.30
12.00						12.00
12.30		Lunch	Lunch	Lunch	Round table: feed back to CIEAEM 74	12.30
13.00	Open ceremony				Closing ceremony	13.00
13.30	Panel	Workshops	Excursions	Forum of ideas		13.30
14.00						14.00
14.30	Coffee					14.30
15.00	Working groups (session 1)	Coffee		Working group 6		15.00
15.30		Working groups 3				15.30
16.00						16.00
16.30	Plenary 1					16.30
17.00						17.00
17.30	Reception					17.30
18.00						18.00
18.30						18.30
19.00						19.00

Conference dinner
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## Call for papers

We encourage all participants to engage actively in the conference by sharing their experiences and perspectives across the various sessions, particularly within the working groups. To this end, you are invited to submit a proposal for an oral presentation or a workshop, or to contribute to the Forum of Ideas. Detailed information on submission guidelines is available on the conference website: <https://actes.ub.edu/go/cieaem77>.

Proposals may address one or more of the conference sub-themes.

For all types of contributions (oral presentation, workshop, forum of ideas), authors are invited to select one of three proposed genres:

- ***Studies of mathematics education practices or pedagogic innovation***: Such a proposal can be the result of action research carried out in close connection to mathematics education activities. It can also be a description of a development project carried out by teachers and other actors.
- ***Research paper on current issues in the teaching/learning of mathematics***: Such a proposal is the result of research connecting to the theme of CIEAEM77, following the academic criteria for such texts,
- ***Theoretical paper or literature review***: Such a proposal is not the result mainly of empirical research, but rather a research paper connecting the theme of the conference to theoretical elaborations or a literature review.

The language of the proposal should be the same as that which will be used when presenting (English or French). Upon acceptance, authors will be required to prepare an abstract or summary in the other official language, as well as presentation slides in both languages. Members of the Commission are available to assist participants with the translation of their slides, provided that requests for support are made in advance.

Proposals for **oral presentations and workshops** can be made by uploading a **four-page** text (about 1800 words or 12000 characters with spaces), **before March 30<sup>th</sup> 2026**, including:

- Title, authors' names (please underline the presenting author) and affiliations
- Abstract
- Aim and main idea of the proposal, methodology and the conclusions (for oral presentation)
- Aim and main idea of the proposal, planned activities, and possible conclusions (for workshop)
- Essential references.

Proposals for the **forum of ideas**, can be made by uploading a **one-page** text (about 450 words or 3000 characters with spaces), **before March 30<sup>th</sup> 2026**, including:

- Title, authors' names and affiliations
- Short description of the content, including information about the type of material to be presented (poster, models, video, ...).

Proposals will be reviewed by the International Program Committee. Authors of accepted papers will be asked to review their work after the conference, in order to be published in the Conference Proceedings. This reviewing phase will include participants to the conference as well.

The Conference Proceedings, which will be published as a special supplement of the journal *Quaderni di Ricerca in Didattica / Mathematics (QRDM)*, will be edited by electronic typesetting of the submitted papers. For uniformity and the good quality of the edition, it is necessary to use the template for QRDM, see the conference website, <https://actes.ub.edu/go/cieaem77>

Selected contributions may be invited for inclusion, in an extended version, in the next volume of the CIEAEM Sourcebook.

## Important dates

Deadline for submissions -----	30 March 2026
Response from CIEAEM -----	30 April 2026
Early bird registration -----	15 May 2026
Final submission -----	01 June 2026

Please, register online on the conference website:

<https://actes.ub.edu/go/cieaem77>

## Conference fee

Participant, until May 15 <sup>th</sup> , 2026 -----	360 euros
Participant, after May 15 <sup>th</sup> , 2026 -----	420 euros
Teachers, until May 15 <sup>th</sup> , 2026 -----	290 euros
Teachers, after May 15 <sup>th</sup> , 2026 -----	350 euros
Students (including quality class), until May 15 <sup>th</sup> , 2026 -----	250 euros
Students (including quality class), after May 15 <sup>th</sup> , 2026 -----	280 euros
Accompanying person, until May 15 <sup>th</sup> , 2026 -----	220 euros
Accompanying person, after May 15 <sup>th</sup> , 2026 -----	250 euros

The fee includes all conference sessions, all documents for the conference, coffee breaks, social activities, lunches, and conference dinner. For accompanying persons, lunches, social activities and conference dinner are included.

Participants who need financial support are invited to send a motivation letter to [cieaem77@gmail.com](mailto:cieaem77@gmail.com), together with the submitted proposal. Only the presenting author of an accepted contribution may be supported. The Commission will reply within April 30.

## The University of Barcelona

The University of Barcelona, formally established in 1450 but rooted in earlier ambitions, arose during a period of civic and economic crisis as the Consell de Cent aimed to revitalise the city through a new centre of learning. With the support of King Alfonso V and later Pope Nicholas V, the Estudi General was founded, becoming a significant force for cultural and intellectual development.

Today—575 years later—the University of Barcelona presents itself as a leading, diverse, collaborative, open, and health-promoting institution. Comprising 17 faculties across seven campuses, it offers 74 undergraduate degrees and more than a thousand master's and postgraduate programmes. It is the only university in the Spanish State ranked among the world's top 200, and it remains the largest in Catalonia in terms of academic offerings and student capacity.

## **Barcelona**

Barcelona is a highly connected European city. The airport is about half an hour from the city centre by public transport. Through its metropolitan network—including underground, tram, and bus services—Barcelona offers extensive mobility options that enable access to almost any part of the urban area. Additionally, the city is located within a region rich in opportunities to visit coastal and mountain towns, each characterised by unique traditions and cultural appeal, which are likely to be of great interest to conference participants.

## **Conference Venue**

The conference will be held at the Mundet campus of the University of Barcelona.

Campus Mundet

Passeig de la Vall d'Hebron, 171, 08035 Barcelona (Spain)

### **The Mundet Campus**

The Mundet Campus started its activities in the late 1990s with the goal of offering the university community optimal study conditions, along with a wide range of cultural, leisure, and recreational activities. All teaching, research, and service facilities were specially designed to include the communication systems needed for a fully satisfying university experience.

Located within the wider Mundet campus area, the site covers 14.21 hectares—6 of which are forest—and includes 60,868 m<sup>2</sup> of built space. Its proximity to the Collserola mountain range, along with its extensive internal gardens, creates a particularly privileged setting. Around 10,000 users, including students, academic staff, and administrative and service personnel, share and energise this campus daily.



### **El Palau de les Hores**

The Palau de les Hores ("Palace of the Ivy" in Catalan), also known as Casa Gallart, is a palace located in the Horta-Guinardó district of Barcelona. It was built between 1894 and 1898 by the architect Augusto Font Carreras. It currently houses the Bosch i Gimpera Foundation for postgraduate university studies and is part of the University of Barcelona's Mundet Campus.



### **How to get there?**

The Mundet Campus is located at the foot of Collserola. It can be reached by metro, bus, taxi.

#### ***Metro***

Line L3 (green), stop at "Mundet". Once there, exit the metro and take the escalator on the right. Walk to the roundabout, where you can catch a free bus. Please take it to the last stop. Once there, the Palau de les Hores is to the left (facing the mountain), a one-minute walk.

#### ***Bus***

There are stops for lines N4, 27, 60 (Ronda bus), 73, 76 and V21 in front of or near the main entrance of the venue.

More information: <https://www.ub.edu/portal/web/educacion/como-se-llega>

Map of the campus:



## Accommodation

Barcelona offers a great selection of accommodation.

Within the campus, you can book a stay at the Students' Residence AGORA.  
<https://www.agorabcn.com/en/the-residence/> The fee per person is 75 euros per night.

Close to the campus, participants can choose to book a room at the ALIMARA hotel.  
<https://alimarahotel.com/en/> The fee for a double room per person is around 110 euros per night.

In downtown Barcelona, there are plenty of hotels and options at varying prices.