MADIF-13 The thirteenth research conference of the Swedish Society for Research in Mathematics Education: 29 – 30 March 2022, Växjö

The theme of the conference is: ***The relation between mathematics education research and teachers' professional development***

Preliminary program

29 March 18:30	Welcome dinner at *PM och Vänner* in Växjö.

30 mars:

8:30 – 9:00	Registration and coffee
9:00 – 10:00	Opening & Plenary talk 1: Professor Paul Cobb (Sal: Homeros)
10:00 – 10:20	Coffee break (served in House B/D)
10:20 – 11:00	Parallel presentations 1
11:10 – 11:50	Parallel presentations 2
11:50 – 12:50	Lunch (served in restaurant Kristina)
12:50 – 13:40	Plenary talk 2: Professor Susanne Prediger (Sal: Homeros)
13:40 – 14:10	Årsmöte SMDF
14:20 – 15:20	Parallel presentations 3: Short presentations
15:20 – 15:40	Coffee break (served in House B/D)
15:40 – 16:20	Parallel presentations 4
16:30 – 17:30	Parallel presentations 5: Short presentations

Paper presentations: 20 min presentation + 20 min discussion
Short presentations: 10 min presentation + 10 min discussion
Symposium: 90 minuter

Plenary talk 2: Promoting teacher expertise for fostering students' understanding of arithmetic: An example for content-related PD research.

Parallel presentations 1 (including Symposiums spanning sessions 1&2)

FP_009	Professional development as a means for implementing mathematics education innovations: A systematic review of twenty peer-review journals *Linda Marie Ahl, Mario Sánchez Aguilar, Uffe Thomas Jankvist, Morten Misfeldt & Johan Prytz* (Sal: B1006)
FP_003	Who or how many are missing? – Toddlers experiencing numerical meaning in a game *Björklund Camilla, Palmér Hanna & Landgren Lena* (Sal: B1009)
SY_001	Support in relation to problem solving - building a common knowledge base? *Anna Teledahl, Anna Ida Säfström & Anneli Dyrvold* (Sal: D0070)
SY_002	Challenges when implementing the Elkonin– Davydov curriculum in mathematics *Inger Eriksson, Helena Eriksson, Martin Nyman & Sanna Wettergren* (Sal: D1140)
SY_003	Exemplifying different methodological approaches of analysing textbooks in mathematics

Kajsa Bråting, Cecilia Kilhamn, Olov Viirman, Anneli Dyrvold, Ida Bergvall, Hanna Knutson, Matilda Hällback, Rimma Nyman & JohannaPejlare
(Sal: D0043)

Parallel presentations 2

FP_012 Using Fermi Problems with pre-service primary teachers to bring real-life contexts into classrooms using the FPAT-framework
Lluís Albarracín & Jonas Bergman Ärlebäck
(Sal: B1006)

FP_006 Dividing or cookies: what do students discern?
Jorryt van Bommel & Hanna Palmér
(Sal: B1009)

Parallel presentations 3: Short presentations

SP_013 Sustaining students' participation in mathematics
Malin Gardesten
SP_005 Using heat maps from eye tracking in stimulated recall interviews
Anneli Dyrvold & Ida Bergvall
SP_028 Students, mathematics textbooks, and agency
Malin Norberg

(Sal: D1140)

SP_004 A comparison of two frameworks for the analysis of knowledge and skills for teaching statistics – MKT vs. RCM for PCK
Per Blomberg
SP_009 Connecting teachers' use of curriculum resources in planning with mathematical knowledge for teaching
Marcus Gustafsson, Jorryt van Bommel and Yvonne Liljekvist
SP_001 Mathematical modelling in social sciences
Jöran Petersson

(Sal: D0070)

SP_002 A Tentative Attempt for Professional Development: Contingent Moments in Teaching Mathematics with Historical Resources
Melih Turgut & Iveta Kohanov
SP_014 Assessment Discourse in Mathematics Curriculum: a hindrance for Critical Thinking and Democracy?
Christian H. Andersson
SP_017 Building a paradidactic infrastructure for teachers' professional scholarship in Sweden
Yukiko Asami-Johansson & Mikael Cronhjort

(Sal: D0043)

SP_020 En studie om elevers uppfattning om associativitet och hur det kan påverka algebraundervisningen
Robert Gunnarsson
SP_011 Student teachers' explanations of linear equations evaluated by comparative judgement
Niclas Larson & Kerstin Larsson
SP_019 Spatial relations and other text features in the connections between mathematical symbols and written language

Ulrika Wikström Hultdin, Ewa Bergqvist, Tomas Bergqvist, Lotta Vingsle & Magnus Österholm

(Sal: B1006)

SP_023 Student teachers' use of a general analytic rubric when scoring pupils' mathematical problem solving solutions
Birgit Gustafsson

SP_025 Multilingual mathematics teachers' professional identity in multilingual mathematics context
Danai Dafnopoulou

SP_026 Mathematics, vocational education, and multilingualism: Epistemic aspects
Lisa Björklund Boistrup, Petra Svensson Källberg, Ulrika Ryan

(Sal: B1009)

Parallel presentations 4

FP_017 Developing and testing a framework for analysing and comparing content matter in and across mathematics textbooks
Jonas Bergman Ärlebäck & Peter Frejd
(Sal: B1006)

FP_016 Problem-solving competency over school years and grades in Swedish curricula
Johan Sidenvall, Anna Ida Säfström & Erika Boström
(Sal: B1009)

FP_005 Lower secondary school students' gendered conceptions about mathematics and related careers
Lovisa Sumpter, Staffan Frid & Guri Nortvedt
(Sal: D1140)

FP_008 Mathematics Teachers and the Role of Physical Environment
Magnus Fahlström
(Sal: D0070)

FP_011 Programming to learn mathematics – exploring student teachers' instrumental genesis
Johanna Pejlare & Laura Fainsilber
(Sal: D0043)

FP_002 Students' meanings of inclusion in mathematics – implication for practice
Helena Roos
(Sal: D1172)

Parallel presentations 5: Short presentations

SP_003 Analysing argumentative processes during mathematical problem solving in small groups
Hanna Fredriksdotter

SP_008 Response To Intervention (RTI) in Number sense – Developing a method supporting students at risk in a Swedish context
Lena Karlsson & Helena Roos

SP_021 Cognitively activating mathematics lessons: A Nordic comparative study
Jóhann Örn Sigurjónsson

(Sal: D1140)

SP_007 Number sense in the app Vektor: Mathematical progression and use of various modes
Helena Johansson, Malin Norberg & Magnus Österholm

SP_012 Designing a teacher-guide for de-ritualising teaching with GeoGebra

Ida Fantenberg Niklasson, Nelly Wannberg, Cecilia Kozma & Lisa Österling

SP_018 Exploring new territories: A mathematics teacher's practice regarding programming with young learners
Øistein Gjøvik, Iveta Kohanová & Melih Turgut

(Sal: D0070)

SP_022 How natural language gives meaning to mathematical symbols in textbooks at different school years
Ewa Bergqvist, Lotta Vingsle, Magnus Österholm, Tomas Bergqvist & Ulrika Wikström Hultdin

SP_024 Connections between natural language and mathematical symbols in mathematics textbooks
Tomas Bergqvist, Ulrika Wikström Hultdin, Ewa Bergqvist,Lotta Vingsle & Magnus Österholm

SP_029 Develop mathematical reasoning? – a literature review of tasks and their implementation
Jimmy Karlsson

(Sal: D0043)

SP_010 Math teaching anxiety and teachers' pedagogic practice in Swedish preschools
Laura Galeano

SP_015 Planning Mathematics Teaching in Preschool
Josefin Rostedt

SP_027 A discourse analysis on preschool class teachers talk about assessment in mathematics
Maria Walla

(Sal: B1006)
