INTERNATIONAL GROUP FOR THE PSYCHOLOGY OF MATHEMATICS EDUCATION

Contents

Message from the President *3*

Message from the Vice President *4*

PME-49 Helsinki: The Next Gathering of the PME Community *5*

Plenary Lecturers **6**

Plenary Panel **7**

Working Group Reports from PME48 ..... *8*

Mathematics teacher noticing: new contexts and concerns in programs design **8**

What does an integrated STEM curriculum approach offer for the teaching and learning of Mathematics? **9**

(Re)imagining mathematics teacher education and research as a future-making project **10**

Failure to Teach/Learn Mathematics: Conceptual, Diagnostic, and Technological Perspectives **13**

Working Group Report: Replication Studies in Mathematics Education **14**

Global Perspectives of Equity in Mathematics education: Definitions and Challenges **15**

Strengthening mentorship in mathematics education publishing **16**

Youth Voices Shaping Mathematics for Human Rights **17**

Extending Embodied Learning to Mathematics Teacher Professional Development through Multimodal Learning Analytics **18**

Review Process, New Reviewer Policy, and How did it go? *20*

In Memoriam *26*

Pearla Nesher (1938–2026) **26**

Marianna Tzekaki (1958–2026) **26**

Hartwig Meißner (1935–2026) **26**

Norma Presmeg (1944–2026) **27**

Mary Kathleen (Kathy) Heid (1948–2026) **27**

New International Committee member nominations *27*

Stay Connected Between Conferences *28*

PME YouTube Channel **28**

PME Mailing List **28**

Message from the President

Dear members of PME,

It is a great pleasure to welcome you to Helsinki for PME 49. When I wrote to you as incoming president a year ago, I looked ahead with gratitude and anticipation. Having now shared a first year of work with this community, that anticipation has only deepened into conviction: PME is an extraordinary organization, and its strength lies in you.

This year's theme — *"Sensing and making sense of mathematics"* — speaks directly to where our field is moving. The embodied perspectives at the heart of PME 49 remind us that mathematical understanding is not only a cognitive act but one that lives in and through the body — in our senses, gestures, and shared activity. Our plenary program captures this breadth beautifully: from the physiological basis of learning in the brain, to embodied and sensorimotor design, to eye-tracking and AI, and to the question our plenary panel will debate — whether mathematical sense-making is ever purely mental. These are precisely the conversations PME exists to host.

Over the past year, it has been my privilege to chair the International Committee through its meetings, and I have been moved again and again by the dedication I have seen around that table. Across our four portfolio groups — vice-presidency, secretary, treasurer, and policy — and with our administrative manager Peter Gonscherowski, the IC has worked steadily to sustain the Skemp Fund, to strengthen the connections that bind our community, and to prepare the ground for the years ahead. The Early Researchers' Day, the first-timers' meeting, and the quiet care of our ombudspersons remain, to me, among the truest expressions of who we are. In Helsinki, we will also welcome new colleagues to the International Committee, elected by you at our General Meeting, and renewal of this kind is how an organization stays young at fifty.

We stand at a meaningful threshold. As PME approaches this milestone, I invite each of you to help shape its next chapter. Half a century of scholarship has made PME a global home for rigorous, inclusive, and human-centered inquiry into the teaching and learning of mathematics. In a world reshaped by artificial intelligence and rapid social change, that home matters more than ever.

To our hosts at the University of Helsinki and the Local Organizing Committee: thank you for the care and dedication you have brought to bringing us together. And to all of you: thank you for being PME.

I look forward to sensing and making sense together in Helsinki.

With warm regards,

Oh Nam Kwon

President, IGPME

Message from the Vice President

Dear PME colleagues,

Welcome to PME 49 in Helsinki! Every year, our conference brings together researchers, teacher educators, and postgraduate students from around the world who share a common interest in understanding how students learn mathematics, how teachers teach mathematics, and how mathematicians, teachers, and students engage in doing mathematics. It is a time to exchange ideas, present research, build collaborations, and reconnect with colleagues and friends.

I would like to extend a particularly warm welcome to those attending PME for the first time. As I look around our PME community today, I am reminded that every experienced PME member was once a first-timer. Many of us arrived at our first conference knowing only a few people, or perhaps no one at all. Yet through shared interests, thoughtful discussions, and countless conversations over coffee, at the Early Researchers' Day, during the conference dinner, or at the Annual General Meeting, we found colleagues, collaborators, mentors, and friends. What begins with a simple introduction can grow into a research collaboration, a lifelong friendship, or a network of colleagues who support one another throughout their professional journeys. This sense of community is one of the things I value most about PME.

The theme of this year's conference in Helsinki, *Sensing and Making Sense of Mathematics*, invites us to explore how meaning emerges through our interactions with mathematics, with representations, and with one another. In many ways, this also reflects the spirit of PME itself: we develop understanding through dialogue, by listening to different perspectives, asking questions, and making sense of ideas together.

I encourage you to take advantage of the many opportunities that PME offers, including the Early Researchers' Day (ERD) and the First-Timers' Lunch Meeting. One of PME's strengths is its commitment to supporting the next generation of researchers. The enthusiastic response to this year's ERD, which quickly reached capacity, reflects the energy and engagement of our early-career community. Through workshops, discussions, and informal conversations, participants will have opportunities to connect with peers and experienced researchers, exchange ideas, and reflect on the many dimensions of academic life.

If you are a first-timer or an early-career researcher, I encourage you to participate actively in these activities. Introduce yourself to someone whose work interests you, attend a session outside your usual area of expertise, and join conversations with both familiar and new colleagues. Some of the most meaningful PME experiences begin unexpectedly. As someone who has benefited greatly from the support, encouragement, and generosity of colleagues throughout my own academic journey, I am especially pleased to see so many emerging researchers joining us in Helsinki. I hope that the connections made during the ERD and throughout the conference will continue long after PME 49 and become part of the collaborations, friendships, and professional networks that enrich our community.

I am delighted to welcome you to Helsinki and look forward to another inspiring conference filled with learning, discussion, collaboration, and connection. See you at PME 49!

Warm regards, 

Prof. Dr. Farzaneh Saadati

PME-49 Helsinki: The Next Gathering of the PME Community

You are warmly welcomed to PME 49 in Helsinki, Finland!

The Local Organizing Committee of the 49th Conference of the International Group for the Psychology of Mathematics Education is pleased to invite you to attend the conference to be held in Helsinki, Finland, from July 27 to August 01, 2026. Our goal is to make the PME 49 conference inclusive, welcoming for all, and scientifically successful.

The theme of the conference is "**Sensing and making sense of mathematics".** This theme was chosen to emphasize the embodied perspectives on mathematics learning, which have been gaining increasing interest in this millennium. Through our senses, we interact with mathematical representations, and the mathematical sense-making happens in and through our bodies.

We hope that your visit and stay in Helsinki, Finland, will be exciting, interesting, and inspiring. Helsinki is a clean, safe, and well-functioning city. The Finnish weather is hard to predict much in advance. However, the end of July in Finland is usually nice and warm, with a chance of rain. So, it's better to pack both sunscreen and an umbrella for your travel, perhaps a swimsuit as well!

Conference website: https://www.helsinki.fi/en/conferences/pme49

Markku S. Hannula Heidi Krzywacki

University of Helsinki

PME 49 Co-chairs

PME 49 is hosted by the **University of Helsinki.** The conference will be held at the main building of the University of Helsinki in Helsinki city center. The longest walk between rooms is five minutes. The building is from the 19th century, and the recent renovation preserved its beauty while updating technology and making all rooms accessible.

The Main Building is located in Helsinki's historical center. The walk from the Railway Station takes five minutes. There are plenty of good cafés and restaurants nearby.

The University of Helsinki is the oldest and largest institution of academic education in Finland, with an international scientific community of 40,000 students and researchers scattered across 11 faculties on four campuses. The University of Helsinki seeks solutions for global challenges and creates new ways of thinking for the best of humanity. Through the power of knowledge, the University has contributed to society, education, and welfare since 1640.

More information about the University of Helsinki: www.helsinki.fi/en

Plenary Lecturers

Oi-Lam Ng Mathematical Making and Sense-Making: Digital and AI literacy "in the Making"

Dor Abrahamson Grounding Mathematics in Perceptually Guided Action: From Sensorimotor Entrainment to Disciplinary Discourse

Maike Schindler From Gaze to Guidance: Bridging Eye Tracking and AI to Understand and Support Mathematical Learning

Minna Huotilainen Mathematics and the Human Brain - the Physiological Basis of Learning

Plenary Panel

The Plenary Panel PME49 will be held under the Oxford-style debate protocol. All mathematical sense-making happens through interaction with people and artifacts – nothing is purely mental.

Mamokgethi Phakeng is the Chair of the plenary panel for PME49.

The panel consists of the following researchers:

Man Ching Esther Chan

David Maximiliano Gomez

Anna Shvarts

Wes Maciejewski

Working Group Reports from PME48

Mathematics teacher noticing: new contexts and concerns in programs design

Organizers: Horacio Solar, Eder Pinto, Ceneida Fernández, and Julie Amador

Purpose

The *Mathematics Teacher Noticing Working Group* (WG) was introduced at PME 48 as an initiative to expand current discussions on teacher noticing by incorporating new contexts, perspectives, and methodological approaches. The WG builds on the *Mathematics Teacher Noticing Seminar*, an international hybrid seminar launched in 2024 by Chilean universities, which has brought together researchers from across Latin America to discuss recent developments and ongoing challenges in the field.

Two central themes structured the WG: (a) the study of noticing in emerging contexts, such as equity, curriculum, mathematical competencies, and language; and (b) the dual role of researcher and teacher educator in the design and study of programs focused on developing noticing. The WG aimed to foster dialogue among researchers from diverse academic communities, identify shared challenges, and strengthen an international network dedicated to advancing the study of noticing in mathematics education.

Session 1: Noticing in New Contexts

The first session, led by Julie Amador (University of Idaho, USA) and Eder Pinto (Universidad de O'Higgins, Chile), focused on *noticing in new contexts*. After a brief introduction to emerging directions in research, participants worked in small groups to share the contexts, tools, and conceptual frameworks guiding their studies.

Discussions revealed a wide range of research foci, including noticing related to equity, curriculum, functional thinking, mathematical competencies, argumentation, STEM education, intercultural learning, and both pre-service and in-service teacher education. Participants also reported diverse methodological tools, such as video recordings, 360° video, eye-tracking, interviews, classroom artifacts, narratives, and video-based simulations.

Connections with other theoretical frameworks were identified, including mathematical knowledge for teaching, hypothetical learning trajectories, lesson study, and curriculum frameworks. Overall, the session highlighted the need to expand traditional conceptualizations of noticing to address increasingly complex and diverse educational contexts, as well as the importance of developing new ways to document teacher learning and professional growth.

Session 2: Design Principles and the Role of the Researcher–Teacher Educator

The second session, led by Ceneida Fernández (University of Alicante, Spain) and Horacio Solar (Pontificia Universidad Católica de Chile), focused on *design principles and the role of the researcher–teacher educator*. Participants shared experiences from programs aimed at developing noticing and identified common principles, including the use of authentic classroom situations, iterative cycles of analysis and reflection, and the integration of videos, vignettes, and student work. They also emphasized the importance of gradually introducing theoretical frameworks to support the interpretation of practice.

A key focus was the dual role of researcher and teacher educator. Participants identified challenges such as balancing support for teachers' learning with its systematic study, maintaining a critical stance when analyzing self-designed interventions, addressing ethical issues related to data use, and managing tensions between formative and research goals. Questions also emerged about how to design evidence-based resources, guide participants' attention to critical aspects of teaching, and define the role of theory in professional learning.

Looking Ahead

The WG brought together researchers from diverse countries and academic backgrounds with a shared interest in advancing the study of noticing. Discussions highlighted the potential for sustained international collaboration.

Previous initiatives within this network have already led to the forthcoming book *Mathematics Teacher Noticing in Latin America: Studies from a Regional Perspective* (Springer, August 2026), which exemplifies collaborative work across the region.

Participants expressed interest in developing comparative studies, deepening the exploration of new contexts, and further examining the role of researchers and teacher educators in program design. Looking ahead, the WG aims to consolidate these lines of work, expand the collaboration network, and invite new researchers to join this growing community.

What does an integrated STEM curriculum approach offer for the teaching and learning of Mathematics?

Submitted by Judy Anderson (The University of Sydney, Australia) and Ban Heng Choy (National Institute of Education, Nanyang Technological University, Singapore)

Interest in an integrated STEM curriculum with a focus on the teaching and learning of mathematics has been sustained at PME for nearly a decade, with working/discussion groups in 2017, 2018, 2019, 2024, and 2025 in Santiago, Chile. Stimulated by a plenary at PME39 in Hobart, Australia, in 2015 by Lyn English, research into the challenges and opportunities of a STEM agenda for mathematics education in schools continues. Although Goos et al. (2023) reported it was rare to find studies showing how integrated STEM education helps students deepen their understanding of mathematics, participants attending the working group at PME48 were keen to share their research demonstrating the broad range of potential positive outcomes for school students. Some reported greater affective than cognitive benefits for students as they develop an appreciation for the relevance and usefulness of mathematics, while others reported rich opportunities for students to develop 21st-century skills such as critical and creative thinking, collaboration, and problem solving.

The extent of interest in integrated STEM curriculum research was evident through the countries and grades of schooling represented: 12 countries, including European, American, Southeast Asian, and African; pre-school, primary, secondary, and university (both STEM degrees and education). The integration of mathematics with other subjects was similarly diverse, encompassing all STEM subjects as well as art, with a focus on an integrated STEAM curriculum.

During the first session, we reflected on recent research and publications on integrated STEM curricula, including a brief report on contributions from ICME-15, held in Sydney, Australia, in 2024. Participants identified a range of issues and/or tensions experienced in their efforts, including pedagogical (problem-based learning) and curricular (disciplinary versus multidisciplinary). Clearly, context matters, with issues identified based on the level of engagement among the diverse students involved in the research, as well as on teachers' willingness to find new ways to design, teach, and assess different learning experiences.

During the second session, additional reports of research from participants helped highlight themes for further exploration, including socio-cultural issues, the design of authentic problems, ethno modeling, economic and political agendas, as well as ongoing gender imbalances. During our discussions, several questions remain, including the balance in the curriculum among disciplinary knowledge, cross-disciplinary knowledge, skills, epistemic practices, and the STEM subjects themselves.

References

English, L. D. (2015). STEM: Challenges and opportunities for mathematics education. In K. Beswick, T. Muir, & J. Fielding-Wells (Eds.), *Proceedings of the 39th Conference of the International Group for the Psychology of Mathematics Education (Vol. 1)* (pp. 1-1 to 1-16). Hobart, Australia: PME.

Goos, M., Carreira, S., & Namukasa, I. K. (2023). Mathematics and interdisciplinary STEM education: Recent developments and future directions. *ZDM – Mathematics Education*, *55*: 1199-1217. https://doi.org/10.1007/s11858-023-01533-z

A photo of the participants in the Working Group!

(Re)imagining mathematics teacher education and research as a future-making project

Submitted by Gil Schwarts (Weizmann Institute, Israel) and Tracy Helliwell (University of Bristol, UK)

Ideas about the future play an important role in mathematics education, influencing all levels of activity from our in-the-moment decision-making as practitioners and researchers, to the planning of large-scale educational reform. Taking a futures-oriented approach to mathematics teacher education and research means moving beyond the assumption that the anticipated state of the world is both bleak and non-

sustainable to ask how our pedagogies and research practices might evolve to study, build images of, and create pathways to preferable futures. During the working group participants were introduced to some futures techniques to support the imagining of alternative futures both in the work they do with mathematics teachers but also in relation to their research practices.

Throughout the working group, our aims were to:

- Explore what it means to take a futures-oriented approach and to build images of preferable futures in relation to mathematics teacher education and to mathematics education research;
- Imagine and develop potential futures-oriented research questions and methodologies and/or teacher education pedagogies.

Our theoretical framing was shaped by the academic field of Futures studies, which is concerned with studying and building images of possible, probable and preferable futures and paths to such futures (Ahvenharju et al., 2018). We invited participants to engage with a framework that maps different futures orientations (Facer, 2021), adapted for the field of mathematics education: (1) *Mathematics education in the future*; (2) *Mathematics education for the future*; (3) *Mathematics education about the future*; (4) *Liberating mathematics education from the future*; (5) *Mathematics education healing futures*.

The first session was focused on the first and third orientations. We introduced participants to this futures framework and asked them to reflect on the following questions:

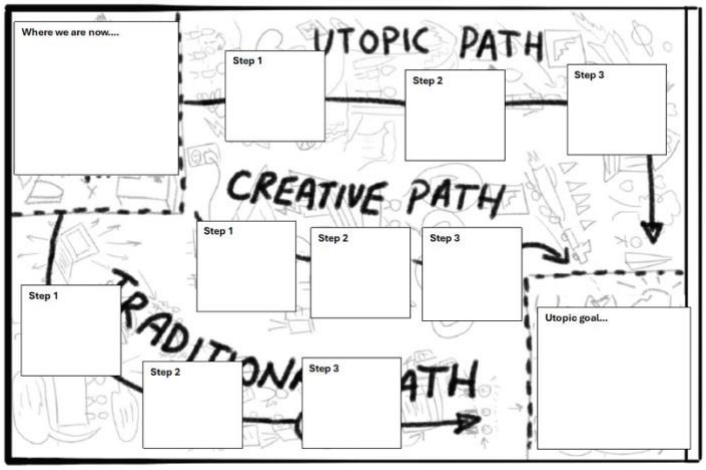
- In what ways does your work connect to any of the five futures orientations?
- What assumptions do you make in your work about the future/futures? (explicitly or implicitly)
- What images of the future shape your research/practice?
- What futures are being reproduced or resisted in your work?

This small-group discussion was followed by an envisioning activity, where participants engaged with a utopian creative writing exercise, imagining themselves teaching or researching mathematics education in a world that is becoming increasingly hopeful. The activity was scaffolded according to four decades, each of which was presented as bringing a hopeful change in the state of affairs:

Utopian Exercise	
Decade	**Vision**
2025-2030	Politics can no longer ignore grass roots pressure
2030-2040	Decarbonisation of society
2040-2050	Systemic change
2050-2060	Equitable redistribution of resources

Participants wrote for around 10 minutes on each decade. They then shared experiences of this activity, discussing visions of the future evoked in their descriptions, the values that were surfaced, common themes between participants, and assumptions being challenged.

The second session was focused on the fourth orientation. We drew on Skovsmose's (2023) notion of 'pedagogical imagination', which provides a framework to consider alternatives to what is taking place, using three constructs: the current situation (what is actually taking place in the classroom or whatever situation one is researching); the imagined situation (what one could imagine taking place; an idealised alternative to what is taking place); and the arranged situation (what is possible to organise, considering the idealised alternative and the constraints set by the actual practical and organisational structures). Participants engaged in a utopic mapping activity inspired by artistic activism (see figure below, Duncombe & Lambert, 2021), focusing on one aspect of their work to describe "where they are now" (top left corner), and a "utopic goal" (bottom right corner). Groups worked through possible paths they may take between these ends starting from a traditional path (i.e., conventional, uncontroversial) to a utopic path (where steps must be impossible); and finally, merging from the two, participants worked to articulate a middle path of creativity.



Participants shared their maps on Padlet and discussed issues they see differently following this activity.

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Failure to Teach/Learn Mathematics: Conceptual, Diagnostic, and Technological Perspectives

Einat Heyd-Metzuyanim, Anna Baccaglini-Frank, Mellony Graven, Esther Levenson, Michal Tabach, and Giulia Lisarelli

The Working Group *Failure to Teach/Learn Mathematics: Conceptual, Diagnostic, and Technological Perspectives* brought together researchers interested in understanding persistent difficulties in mathematics teaching and learning from multiple theoretical and methodological perspectives. The Working Group was motivated by the observation that failure to teach/learn mathematics (FTLM) is often treated as an individual learner problem, whereas research increasingly points to the importance of considering affective, interactional, institutional, and sociocultural dimensions (Heyd-Metzuyanim, 2025). The aim of the Working Group was therefore to explore FTLM as a complex phenomenon operating across nested systems (Davis & Sumara, 2006) and to consider how theoretical, diagnostic, and technological approaches can contribute to its understanding and transformation.

The Working Group was organized around two sessions. In the first session, participants were introduced to a complexity-oriented perspective on FTLM. Concepts such as emergence, attractor states, perturbations, feedback loops, and nested systems provided a common language for examining failure phenomena across different educational contexts. Three cases were presented: A middle-school student's learning trajectory analyzed from a commognitive perspective, the work of third-graders learning in special education classes as they engaged with an open-ended arithmetic task, and systemic efforts to disrupt patterns of failure in the South African context. Following the presentations, participants worked in small groups with empirical materials and discussed how different theoretical lenses foreground different aspects of FTLM.

The second session focused on the role of technology in creating productive perturbations within systems characterized by persistent failure. Two cases were presented: students' engagement with beginning algebra through Excel-based activities and a case examining students' discourse on equations. Participants analyzed empirical data in small groups and considered how technological tools might reshape students' participation, mathematical discourse, and opportunities for learning. Discussions explored the extent to which technology can challenge stable patterns of non-participation or ritualized engagement, while also raising questions about the conditions necessary for such changes to be sustained.

Across the two sessions, discussions focused on exploring the analytic usefulness of complexity-theory constructs for understanding learning and teaching difficulties. A recurring question was whether these constructs offered genuinely new insights into persistent patterns of failure and change, or whether they primarily provided a new language for describing phenomena already documented in mathematics education research. Discussions highlighted the potential of complexity theory to connect analyses across levels while preserving attention to the distinctive dynamics of each system.

A key outcome of the Working Group was the emergence of a shared interest in developing a broader research agenda around FTLM. Participants discussed possibilities for future collaborations, including comparative analyses across contexts, refinement of conceptual and methodological tools, and further exploration of technology-mediated interventions. More broadly, the Working Group demonstrated the value of bringing together researchers working from different theoretical traditions and implementing different kinds of interventions to address failure to teach and learn mathematics and to advance a richer and more integrated understanding of it.

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Davis, B., & Sumara, D. (2006). Complexity and education: Inquiries into learning, teaching, and research. Routledge.

Heyd-Metzuyanim, E. (2025). Failure to teach/learn mathematics: A complexity-discursive perspective. *Educational Studies in Mathematics*, *119*(3), 515–533. https://doi.org/10.1007/s10649-025-10404-1

Working Group Report: Replication Studies in Mathematics Education

At PME 48 in Santiago, Chile, a two-session Working Group on Replication Studies in Mathematics Education brought together about 70 researchers interested in strengthening the robustness, credibility, and cumulative development of replication studies in mathematics education research. The Working Group was organized by Jinfa Cai, Wim Van Dooren, Demetra Pitta-Pantazi, and Farzaneh Saadati.

The first session focused on the conceptualization and rationale of replication studies. During the session, the participants discussed various forms of replication, including exact, conceptual, and contextual replications, and examined examples from mathematics education research. During the small-group discussions, participants explored which aspects of a study can be replicated, why replication is important, and how replication contributes to theory development, the validation of findings, and the generalizability of research results across contexts and cultures.

The second session addressed two major themes: the challenges researchers encounter when conducting replication studies and the evaluation of replication studies in academic journals. The discussion was also informed by findings from a survey of editors and former editors of leading mathematics education journals. The survey results revealed broad support for the value of replication studies, but also highlighted the absence of formal journal policies, limited publication opportunities, and varying understandings of what constitutes a replication study.

Participants also engaged in discussions about methodological, contextual, and systemic challenges associated with replication research. These included difficulties in accessing sufficient and robust information about the original studies, balancing fidelity and adaptation when replicating research in new contexts, obtaining recognition for publications, and overcoming the strong emphasis on novelty within the field. The group also reflected on lessons emerging from the replication crisis that has affected some fields, such as psychology, especially in the early 2010s, highlighting the importance of critically examining the robustness, reproducibility, and generalizability of research findings. Moreover, participants emphasized that the mathematics education research community should remain attentive to these concerns and proactively strengthen practices that support research quality and trustworthiness. They also discussed strategies for fostering a more replication-aware research culture, including greater transparency in reporting, sharing of research materials and data, clearer journal guidelines, and stronger support from the research community and journals for replication efforts.

One of the key outcomes of the Working Group was the recognition that replication studies can play an important role in strengthening mathematics education research by testing the robustness of findings, identifying contextual influences, and advancing shared knowledge. Participants emphasized the need for continued dialogue within the community, among journal editors, reviewers, and for greater recognition of replication as a valuable scholarly contribution.

The Working Group decided to continue the conversation through a Special Issue on Replication Studies in Mathematics Education. Building on the strong interest and rich discussions generated during the

sessions, and to address the need to emphasize the role of replication studies, the organizers received a range of research manuscripts on conceptual replications from researchers across diverse contexts. The special issue aims to advance the field's understanding of replication in mathematics education, explore its methodological and theoretical challenges, and promote greater attention to its role in building cumulative, robust knowledge. The initiative recognizes that replication studies can make a valuable contribution to mathematics education research and provides a platform for further scholarly dialogue on this topic.

The organizers thank the organizers of PME 48. The organizers thank all participants for their thoughtful and active contributions and also for engaging discussions, which helped advance collective reflection on the role of replication studies in mathematics education research.

Global Perspectives of Equity in Mathematics education: Definitions and Challenges

Nicola Hodkowski (Digital Promise, USA), Mary Beisiegel (Oregon State University, USA), Jodie Hunter (Massey University, New Zealand), Christina Krause (University of Graz, Austria), Ofer Marmur (University of Auckland, New Zealand), and Vilma Mesa (University of Michigan, USA)

The pursuit of equitable mathematics education remains both a challenge and a moral imperative. For too long, persistent disparities in mathematical achievement have tracked alongside cultural perspectives, knowledge systems, race, ethnicity, language, socioeconomic status, and neurodiversity. These disparities do not reflect inherent student ability; rather, they are a direct consequence of systemic inequities that impact student access to rich, meaningful, and conceptually grounded mathematical experiences.

Simultaneously, a global shift in policy direction has increasingly posited a simplistic view of equity, advocating that all students should learn the same content through identical methods—specifically via direct instruction. We contend instead that a critical component of addressing inequities lies in fostering deep conceptual understanding. True equity requires building on what students already know and connecting with their unique backgrounds, rather than relying solely on rote memorization and procedural fluency.

This working group brought together international researchers to engage in a conversation about equity—to share theoretical groundings, definitions, and operationalizations, as well as the literature that they read and contribute to. The goal of the working group was to establish a long-term collaborative conversation about equity and equitable teaching practices in classrooms in the context of mathematics education research.

Session 1: Defining the Problem

The first session focused on defining the core problems surrounding inequitable mathematics education. Following a brief introduction of the working group goals, participants engaged in an interactive framing activity to share regional definitions of equity and conceptual mathematics.

Participants identified distinct socio-political barriers to equitable learning in their respective home countries. The subsequent discussion highlighted a key paradox: while national policies or curricula often claim to value equity, the actual structures in place—such as high-stakes standardized testing, rigid pacing guides, and tracking—directly undermine the ability to focus on conceptual understanding. The session concluded with participants dissecting how equity for conceptual mathematics is explicitly represented in current policies and curriculum frameworks.

Session 2: Exploring Solutions and Future Directions

The second session shifted the focus from diagnosing barriers to collaboratively brainstorming actionable solutions. The session opened with a brief presentation of successful initiatives, balancing "what works" approaches with explorations of effective classroom practices. The following activity challenged participants to form collaborative networks based on shared geographical contexts and/or goals. In small groups, participants began planning and outlining mini research initiatives. These research designs aimed to address what we must do differently as an academic community to value diversity and achieve equitable mathematics learning. Groups defined concrete problems, formulated targeted research questions, and outlined potential future work that would increase equitable conceptual student understanding.

Strengthening mentorship in mathematics education publishing

Janet Walkoe, Thorsten Scheiner, Karin Brodie, Lisa Darragh, Anjum Halai, Núria Planas, Despina Potari, and Manuel Santos Trigo

Equity, diversity, and inclusion (EDI) in academic publishing remain pressing concerns for the mathematics education community. This Working Group brought together researchers from across the globe to examine structural inequities in the publishing process and to develop concrete mentorship strategies for scholars from underrepresented regions. Building on a Discussion Group held at ICME-15 in Sydney (Brodie et al., 2024) and published work on barriers to publishing in English-medium journals (Darragh et al., 2024), the group sought to translate prior critical analysis into actionable frameworks for mentorship and support.

The first session opened with a presentation situating the Working Group within existing field-wide efforts, including the advisory mentoring system developed within the Journal of Mathematics Teacher Education (Scheiner et al., 2026). Participants then reflected on their experiences of academic publishing, as authors, reviewers, and editors, before moving into structured breakout discussions. Drawing on survey data (Darragh et al., 2024) and participants' own experiences, the breakout groups identified challenges across geographical and institutional contexts: linguistic barriers for scholars writing in a second or third language; limited access to informal mentorship networks concentrated in the Global North; opaque peer-review norms; and the underrepresentation of non-Anglo-American theoretical traditions in high-impact journals. Participants emphasized that these challenges intersect: language barriers are often

compounded by limited institutional support and unfamiliarity with the unwritten expectations of international publication venues. The session closed with groups reporting back on shared themes and possible solutions, laying the groundwork for collaborative work on the second session.

The second session focused on co-constructing solutions. Groups refined mentorship guidelines addressing the key barriers identified in the first session, with particular attention to regional advisory structures that could provide ongoing, contextually responsive support for emerging scholars. Participants drew on diverse institutional experiences, including journal editorial work, doctoral supervision, and regional network-building, to develop recommendations that were both ambitious and practically grounded. An action-planning segment invited participants to commit to concrete follow-up initiatives, including mentorship networks, expanded pre-submission advisory schemes at journals, and collaborative writing projects spanning Global North and Global South partnerships. The session closed with a synthesis of key takeaways and a discussion of how the Working Group might sustain its momentum beyond Santiago, including through an expanded international network.

Specific recommendations included peer or paired reviewing, in which a novice reviewer works alongside an experienced reviewer to learn the review process; clearer criteria for identifying who could benefit from advisors and at what stages of writing and submission; and the use of social media to make advisory processes more visible and accessible.

Across both sessions, participants consistently returned to the importance of reciprocity in mentorship: the recognition that structured support must not reproduce the very asymmetries it seeks to address. The Working Group intends to develop its collaborative outputs into community guidelines and to explore opportunities for continued publication.

References

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Youth Voices Shaping Mathematics for Human Rights

Yasmine Abtahi, Trine Mette Foyn, Matijas Loeb, Richard Barwell, Suela Kacerja, Beth Herbel-Eisenmann, Kjellrun Hiis Hauge, Lisa Steffensen

Young people bring powerful, creative, but often overlooked perspectives on social issues. In our working group, we explore how these perspectives can deepen our understanding of the relationship between mathematics education and human rights.

This work is grounded in the Human Rights Values in Mathematics Education (ViMTE) project, funded by the Research Council of Norway. As part of the project, we invited secondary school students to create

artifacts expressing how they perceive connections between mathematics and human rights values such as dignity, democracy, and ethical awareness. Sixteen students responded with range of productions, including paintings, a rap song, graphs, collages, and a T-shirt design. Taken together, these contributions reveal that young people do not see mathematics merely as a technical subject. Instead, they imagine it as a meaningful tool for interpreting the world, questioning injustice, and contributing to social change. Their work challenges us, as educators and researchers, to reconsider how mathematics can engage more directly with lived realities and societal concerns. At the center of this exploration is a guiding question: How can youth voices reshape mathematics education to promote human rights values?

To make sense of these youth perspectives, our work draws on two complementary frameworks that connect mathematics education to broader social and ethical dimensions. Critical Mathematics Education (CME) and Human Rights Education (HRE) models (Tibbitts, 2017) offer a progression of engagement from Values and Awareness focuses on building foundational understanding of human rights principles, to Accountability highlights legal frameworks and the protection of rights to Transformational encourages learners to critically examine injustice and take action for change.

Why It Matters

Our conversations with young people consistently reveal bold ideas, critical awareness, and a strong desire to engage with issues that matter. When these voices are taken seriously, they open up new possibilities for teaching and learning mathematics—not as an isolated discipline, but as a living practice connected to society. By bringing youth perspectives into teacher education, we can begin to cultivate more inclusive and socially responsive mathematics classrooms. In such spaces, students are not only learners of mathematical concepts but also active participants in shaping a more just and equitable world.

Extending Embodied Learning to Mathematics Teacher Professional Development through Multimodal Learning Analytics

Submitted by Alik Palatnik (The Hebrew University of Jerusalem, Israel) and Jason Cooper (Weizmann Institute of Science, Israel)

At PME 48 in Santiago de Chile, our Working Group explored how embodied approaches to mathematics learning can be extended to mathematics teacher professional development through multimodal learning analytics. The group built on the PME 2023 Research Forum on embodied learning design and focused on how teachers can learn from, reflect on, and design for embodied mathematical activity.

The Working Group was motivated by the growing interest in embodied perspectives on mathematics learning. From these perspectives, mathematical sense-making is not a purely mental process, but happens in and through the body, in interaction with physical, social, and representational environments. This orientation connects closely with the theme of upcoming PME49 in Helsinki, “Sensing and making sense of mathematics.”

The group brought together approximately 20 participants from Chile, Germany, Israel, Italy, the UK, and the US, including both early-career and senior researchers. This international

composition supported discussion of how embodied professional development and multimodal learning analytics might be adapted across different educational contexts.

In the first session, participants engaged in an embodied mathematical activity titled “Solid Evidence”. One group constructed a large-scale icosahedron using dowels and silicone joints and explored what the water surface would look like if an icosahedron cistern were half full and resting on a vertex, an edge, or a triangular face. Other participants collected video data and field notes, while one constructor wore eye-tracking glasses. This created multiple perspectives on the same mathematical activity and enabled reflection on what teachers might notice when such data are used in professional development. The moments of doubt, confusion, erroneous conjectures, and their resolution became important resources for discussion, showing how embodied tasks can make visible the complexity of collaborative learning of mathematics.

In the second session, we moved from experiencing embodied learning to considering how such experiences might support teacher learning. Participants examined examples of eye-tracking-overlaid video from professional development (Palatnik et al., 2026) and discussed how teachers might use such multimodal records to reflect on their own and others’ attention, gestures, collaboration, and interpretations of student thinking. We also considered other embodied learning environments, including dynamic geometry contexts, and asked how multimodal learning analytics might support teachers’ professional vision and instructional decision-making.

Several themes emerged in the discussions. Multimodal analytics may help teachers notice how students engage differently with the same mathematical situation, support inclusion by making diverse and idiosyncratic forms of participation visible, and foreground collaborative aspects of mathematical learning. Participants also emphasized that eye tracking alone is not sufficient to capture embodied learning; gestures, hand movements, posture, interaction, and collaboration are also crucial. Participants of the WG generated design ideas for professional development, including collaborative construction tasks, and noted both the promise and the practical challenges of using advanced technologies in teacher education, especially in normal school contexts.

We look forward to PME49 in Helsinki, where we hope to see how ideas raised in this Working Group and inspired by it are materialized in research reports, short oral communications, posters, and presentations.

Reference

Palatnik, A., Lomos, C., & Abrahamson, D. (2026). In their hands: Multimodal learning analytics as reflective-practice resources empowering mathematics teachers’ professional development. *Learning and Instruction, 102*, 102272.

Review Process, New Reviewer Policy, and How did it go?

The peer-review process is one of the foundations of the PME conference. Each year, hundreds of PME members contribute their time and expertise to ensure that conference submissions receive constructive feedback and that accepted contributions meet the scientific standards of our community. For PME-49 in Helsinki, a total of **1,814 reviews** were completed across Research Reports (RR), Oral Communications (OC), Poster Presentations (PP), and Poster Reports (PR). Of these reviews, **328** were conducted by the Conference Chairs, PME President, and members of the Local Organizing Committee. First-time reviewers contributed **111 reviews**, demonstrating the importance of continuing to attract and support new reviewers within the PME community.

In total, **282 unique reviewers** participated in the review process. Excluding the Chairs, President, and Local Organizing Committee members, the **median number of reviews completed per reviewer was 6.37**, with a **standard deviation of 5.9 reviews**. While this demonstrates the remarkable commitment of many PME members, it also raises concerns about the workload placed on active reviewers. The data suggest that a substantial proportion of reviews are being carried out by a relatively small group of highly engaged reviewers, some of whom undertake a particularly large number of reviews each year. The International Committee considers the long-term sustainability of this workload an important issue and sees the expansion of the reviewer pool as a key step toward maintaining both the quality and the viability of the PME review process. At the same time, the data illustrate a challenge faced by recent PME conferences. While many members qualify as reviewers, not all are available or able to participate in a given year. Based on reviewer records available prior to PME-49, **167 experienced reviewers** and **36 first-time reviewers** did not complete reviews for the conference. While some of these individuals may not have been invited or may have been unavailable, the figures nevertheless highlight the need to maintain a sufficiently large and sustainable reviewer pool. Recognizing this challenge, the International Committee approved updated reviewer eligibility criteria in 2025, which were applied for the first time during the PME-49 review cycle. To broaden the reviewer pool while maintaining high academic standards, the following revised criteria were introduced:

- Presentation of **two Research Reports (RRs) or Poster Reports (PRs)** within the previous five years.
- Presentation in **one Research Forum (RF)** within the previous five years.
- Presentation of **two Oral Communications (OCs) and one RR or PR** within the previous five years.

The revised criteria recognize the diverse ways in which PME members contribute to the scientific program and provide additional pathways for experienced researchers to become reviewers. The International Committee hopes that these changes will strengthen the long-term sustainability of the review process while continuing to ensure the high quality of scholarly discussion that characterizes PME conferences. Members who no longer wish to be included in the reviewer pool are encouraged to notify the PME Administrative Manager. The International Committee gratefully acknowledges the contributions of the 282 reviewers who dedicated their time and expertise to the PME-49 review process. Their efforts are essential to maintaining the high scientific quality of PME conferences.

L. Abdulhamid

Y. Abtahi

J. Adler

D. Abrahamson

H. Akkoc

L. Alcock

S. Alatorre

L. Alsalim

C. Albu

C. Andrà

S. Patsiomitou

I. Papadopoulos

C. Pearn

R. Pierce

G. Pitta

D. Pitta-Pantazi

M. Pinto

A. Pinto

G. Pocalana

D. Potari

M. Hahkioniemi

S. Halverscheid

J. Hall

M. Hannula

H. Hanazono

M. Hattermann

D. Hewitt

A. Heinze

T. Helliwell

R. Helme

J. Anderson

A. Arcavi

A. Armstrong

A. Panaoura

M. Asenova

M. Ayalon

A. Baccaglini-Frank

S. Bakos

L. Ball

R. Barwell

M. Oka

S. Okumus

S. Olsher

C. Orellana

G. Oates

H. Öçal

H. Otani

H. Palmer

A. Palatnik

M. Pantziara

A. Hernández-Martínez

R. Hershkowitz

J. Hill

K. Hino

N. Hodkowski

M. Horne

J. Hoth

H. Huang

J. Ingram

M. Inglis

S. Prediger

T. Prodromou

J. Proulx

K. Pustelnik

S. Rach

S. Rasslan

D. Reid

J. Remillard

F. Rivera

N. Roberts

E. Ronda

B. Rott

L. Rubel

S. Ruwisch

C. Sabena

I. Safuanov

A. Salle

H. Sakonidis

A. Sánchez

M. Schindler

L. Baumanns

M. Beisiegel

E. Bergqvist

S. Bielinski

E. Bingolbali

A. Bikner-Ahsbahs

I. Biza

J. Bobis

P. Boero

A. Bose

L. Brown

J. Bruns

R. Bruder

T. Cabral

R. Carvalho Carrapiço

M. Chan

C. Changsri

C. Charalambous

Y.-H. Cheng

S. Chikiwa

M. Inprasitha

P. Ivars

C. Jiang

H. Johansson

J. Joklitschke

G. Kaiser

K. Kageyama

K. Kim

S. H. Kim

C. Kieran

K. Kirsten

B. Koichu

K. Komatsu

K. Kosko

T. Kosiol

U. Kortenkamp

J. Krawitz

C. Krause

H. Krzywacki

J. Krummenauer

T. Scheiner

S. Schukajlow-Wasjutinski

G. Schubring

G. Schwarts

W. Seah

Y. Shimizu

A. Shvarts

Y. Shinno

A. Simon

A. Solares-Rojas

C. Soldano

H. Solar

B. Dahl Soendergaard

C. Spagnolo

A. Spinillo

S. Staats

S. Stewart

A. R. Strohmaier

D. Surith

L. Sumpter

M. Chimoni

B. Choy

S. Chorney

A. Coles

J. Cooper

A. Cusi

C. Csíkos

J.-P. Da Ponte

M. Damrau

J. Diez-Palomar

R. Ding

L. Ding

P. Di Martino

W. Doerfler

A. Ekol

R. El Mouhayar

C. Edmonds-Wathen

R. Erens

A. H. Eriksson

R. Even

A. Kullberg

S. Kuntze

O. N. Kwon

A. Kuzle

K. Le Roux

M. Lepellere

S. Lerman

E. Levenson

A. Lilienthal

F.-L. Lin

S.-W. Lin

Y.-C. Lin

S. Llinares

G. Lisarelli

A. Lindmeier

J. Makonye

M. Makramalla

J. Mamona-Downs

C. Markopoulos

J. Markle

A. Superfine

P. Sztajn

M. Tabach

S. Tan

E. Thanheiser

C. Thomas

M. O. J. Thomas

S. Thornton

K. Tsatsis

C. Triantafillou

T.-Y. Tso

S. Ufer

K. Umgelter

I. Vale

P. Vale

J. Van Hoof

L. Van Zoest

W. Van Dooren

H. Venkatakrishnan

M. Viguer Pérez

T. Evans

O. Fellus

C. Fernández

P. Fernández-Martínez

F. Ferrara

G. Ferrari

P. L. Ferrari

J. Francisco

T. Fritzlar

H. Gal

S. Geisler

C. Giberti

F. Glanfield

R. Göller

P. Gonscherowski

A. González-Martín

M. Graven

J. Gruver

A. Gutierrez

E. Haataja

M. Maracci

R. Martínez-Planell

N. Metaxas

M. Mellone

E. Miragliotta

C. Misailidou

M. Moreno

F. Morselli

A. Moutsios-Rentzos

C. Murphy

E. Nardi

T. Nakawa

T. Nachlieli

B. Nannini

D. Neria

S. Neuhaus-Eckhardt

C. Nicol

J. Novotna

M. Norqvist

G. Nortvedt

O. Viirman

C. Zorrilla

R. Zazkis

Q. Zhang

C.-Y. Wang

M. Widder

L.-T. Wu

Y. Zhang

F. Ntow

A. Obersteiner

S. Oesterle

K. Watanabe

J. Way

G. Williams

K.-L. Yang

R. Vogel

P. Vos

D. Wagner

T.-Y. Wang

H.-G. Weigand

A. Wolff

M. Yerushalmy

In Memoriam

The PME community is more than a professional organization; it is a network of colleagues, collaborators, mentors, and friends who have shaped mathematics education research across generations. Over the past year, we have learned of the passing of several distinguished members of our community, whose contributions have had a lasting impact on PME and the field of mathematics education. We remember with gratitude **Pearla Nesher**, **Marianna Tzekaki**, **Hartwig Meißner**, **Norma Presmeg**, and **Mary Kathleen (Kathy) Heid**. Through their scholarship, leadership, mentorship, and service, each contributed in unique and significant ways to advancing mathematics education research and to developing PME as an international community. Their work influenced countless researchers, teachers, and students worldwide. Beyond their academic achievements, many of us remember them as valued colleagues who generously shared their knowledge, encouraged younger researchers, fostered international collaborations, and helped shape the welcoming spirit that characterizes PME. As we gather for PME-49 in Helsinki, we take a moment to reflect on their contributions and to acknowledge the enduring legacy they leave behind. Their ideas continue to influence our research, their publications continue to inform our work, and their commitment to mathematics education remains an inspiration for future generations.

On behalf of the International Committee and the entire PME community, we honor their memory and express our sincere gratitude for all they contributed to our field and to our organization. *Their legacy lives on through the people they taught, the colleagues they inspired, and the research communities they helped build.*

Pearla Nesher (1938–2026)

Pearla Nesher was one of the most influential scholars in mathematics education and a central figure in the development of PME. Her pioneering research on students' mathematical thinking, word problems, and the cognitive processes underlying mathematics learning helped shape the field for several decades. A former President of PME (1986–1988), she played a vital role in establishing the organization as an international forum for high-quality research and scholarly exchange. Beyond her many academic contributions, Pearla was known for her intellectual curiosity, generosity, and commitment to supporting younger researchers. Her work continues to influence research on mathematical cognition and problem solving, and her leadership helped build the strong international community that PME has become. The mathematics education community remembers her with gratitude and deep respect.

Marianna Tzekaki (1958–2026)

Marianna Tzekaki was a highly respected researcher whose work significantly advanced our understanding of early mathematics learning, teacher education, and mathematics curriculum development. A long-standing member of the PME community and a member of the International Committee, she was also instrumental in organising PME-33 in Thessaloniki, Greece, in 2009. Throughout her career, she fostered collaborations across countries and research traditions, contributing to the international character of mathematics education research. Colleagues remember Marianna not only for her scholarly contributions but also for her warmth, kindness, and dedication to building connections among researchers. Her work continues to inform research and practice in early mathematics education, and her commitment to the PME community leaves a lasting legacy.

Hartwig Meißner (1935–2026)

Hartwig Meißner was among the pioneers of mathematics education research in Europe and played a foundational role in shaping the international mathematics education community. As a former member of the PME International Committee, he contributed substantially to PME's growth and development during its formative years. His research addressed a wide range of topics, including mathematical thinking,

problem solving, and mathematics teaching, and influenced generations of researchers and educators. Hartwig was also one of the driving forces behind the establishment of strong European networks in mathematics education and helped lay the groundwork for international collaboration in the field. His intellectual leadership, vision, and commitment to mathematics education continue to be reflected in the institutions and communities he helped build.

Norma Presmeg (1944–2026)

Norma Presmeg was internationally recognized for her groundbreaking research on visualization, imagery, and representation in mathematics learning. Her work transformed how researchers understand the role of visual thinking in mathematical reasoning and opened important new directions for research. A dedicated member of the PME community and former member of the International Committee, Norma contributed extensively through her scholarship, mentorship, and service. She inspired countless researchers through her thoughtful engagement, rigorous scholarship, and genuine interest in others' work. Colleagues around the world remember her as an insightful scholar and a supportive mentor whose influence extended far beyond her publications. Her contributions continue to shape contemporary research on mathematical thinking, representation, and learning.

Mary Kathleen (Kathy) Heid (1948–2026)

Mary Kathleen "Kathy" Heid was a leading figure in research on technology in mathematics education and one of the foremost scholars exploring the relationship between digital tools, curriculum, and mathematical understanding. Her influential work demonstrated how technology could transform mathematics learning and teaching while maintaining a strong focus on mathematical meaning and reasoning. Kathy was deeply engaged in international mathematics education communities, including PME, where her research and leadership inspired many colleagues and emerging scholars. Known for her thoughtful scholarship, collaborative spirit, and commitment to educational innovation, she helped shape contemporary discussions about technology-enhanced mathematics learning. Her contributions continue to influence research, curriculum development, and teacher education worldwide.

New International Committee Member Nominations

At the Annual General Meeting, we will elect four new members of the International Committee (IC, also known as the Board of Trustees) of IGPME. One of these members may be you!

We are looking for IGPME members who want to engage in the IC for a period of 4 years. The IC members collaborate with the president to shape PME policy, take initiatives to strengthen the community, and improve scientific activities. They meet a day before and a day after the conference, and hold additional online meetings throughout the year.

Being part of the IC is a great opportunity to get to know the organization from the inside, meet many people, and make new friends for life.

If you consider standing for election, you can find the nomination form and procedure at https://www.igpme.org/organization/international-committee/

Stay Connected Between Conferences

Communication and collaboration within the PME community continue long after the annual conference has ended. Whether you are interested in conference updates, calls for papers, research opportunities, or recordings from PME events, our communication channels help members stay informed and engaged throughout the year. We encourage all members to subscribe to the PME Mailing List and follow the PME YouTube Channel to stay connected with colleagues and developments in mathematics education research around the world.

PME YouTube Channel

The PME YouTube Channel provides access to a growing collection of videos documenting the activities and history of the PME community. The channel includes conference-related content, interviews, organizational updates, AGM recordings, and other resources of interest to mathematics education researchers. Scan to Visit the PME YouTube Channel https://www.youtube.com/@PMESecretary

PME Mailing List

The PME Mailing List is the primary communication channel used by the International Committee to share information with members throughout the year. Through the mailing list, members receive announcements about:

- PME conferences and important deadlines
- Calls for papers and special journal issues
- Elections and AGM information
- News from the mathematics education community
- Opportunities relevant to PME members
- Subscribing to the mailing list is free and open to all interested members of the mathematics education community.

How to Subscribe: PME members can subscribe to the PME Mailing List by visiting the subscription page on the PME website and entering their email address. After submitting the form, you will receive a confirmation email with instructions to complete your subscription.

How to Unsubscribe: Every mailing list message contains an unsubscribe link that allows you to remove yourself from the list at any time. You can also find additional subscription and privacy information on the PME website.

The PME Mailing List is used for official announcements related to PME, including conference information, elections, newsletters, and other organizational matters. We encourage all members to keep their subscriptions active to stay informed and connected with the international PME community throughout the year. **Scan for Mailing List Information:** https://www.igpme.org/news/pme-mailing-list/

If you know colleagues, doctoral students, or researchers who may be interested in PME's work, please encourage them to subscribe to the mailing list and explore our online resources. Expanding our communication network helps strengthen connections within the international mathematics education community and supports the exchange of ideas across countries and research traditions. We look forward to staying connected with you throughout the year.