

Convenors' reflections on purpose and future directions

ERME column regularly presented by Andreas Stylianides and Florian Schacht

Andreas Stylianides and Florian Schacht

CERME Thematic Working Groups

We continue the initiative of introducing the CERME Thematic Working Groups, which we began in the September 2017 issue, focusing on ways in which European research in the field of mathematics education may be interesting or relevant for people working in pure and applied mathematics. In this issue, we reflect on the purpose of this column and its future directions.

ERME column: convenors' reflections on purpose and future directions

In this contribution, we reflect on the purpose of the ERME column and outline its future directions, while also situating it within its history since 2017. Since then, the column in the *EMS Magazine* has offered a window into the work of Thematic Working Groups (TWGs) within the European mathematics education community. ERME, the European Society for Research in Mathematics Education, brings together researchers across Europe through its flagship CERME congresses, topic conferences, and other activities. The column provides a way to share this work more widely with the broader mathematical community.

Over the years, contributions have highlighted themes as diverse as algebraic thinking, modelling, affect, and teacher education, alongside occasional feature pieces marking significant moments, such as ERME's 20th anniversary. Looking back across this record, we see the column as both a chronicle of ERME's research landscape and a bridge to the wider EMS readership. It documents not only the scope of ongoing work within TWGs, but also how these groups reflect broader concerns in mathematics education: diversity and inclusion, digital tools including AI, the pandemic's impact on our teaching and research practices, and so on.

We use this issue as an opportunity to step back and reflect on the broader role of the column. Beyond serving as a platform

for individual TWG contributions, the column is intended to represent the *ongoing vitality of ERME as a community* and to highlight its *relevance to the wider mathematical sciences*. By 'vitality' we mean the diversity of research questions that are pursued across TWGs, the openness to new methods and theoretical perspectives, and the active involvement of early career as well as experienced researchers. By 'relevance' we mean the ways in which mathematics education research addresses issues with consequences for the wider mathematical sciences and for society more broadly: how mathematics is taught and learned in schools and universities, which directly shapes students' preparedness for further study; how teachers are prepared and supported, which influences the quality and sustainability of mathematics teaching; how technology, including AI, is reshaping learning environments; and how inclusion and equity are pursued, which affects who has access to mathematical pathways and careers. In this sense, the column offers readers a perspective on how mathematics education research both contributes to and is shaped by broader developments in mathematics, education policy, and society.

Almost all TWGs have already contributed to the column once. In the coming years, we will therefore begin to invite groups who contributed earlier to return with updates on their work. This will allow readers to see how research trajectories within ERME have evolved over time, while also giving a sense of the continuity and renewal that characterises our community. Alongside such updates, we also plan to include occasional cross-cutting reflections on themes that span multiple TWGs. In this way, the column can continue to capture not only the diversity of research in mathematics education but also its ongoing development and coherence as a collective endeavour.

To support readers in exploring earlier work, we provide in Table 1 a list of ERME contributions already published in the *EMS Magazine*, together with links to the online archive. We hope this overview encourages readers to (re)visit contributions that resonate with their own interests.

Table 1. Contributions from ERME to the EMS Magazine.

Year	Issue	ERME contribution
2017	105	TWG14 – University Mathematics Education
	106	TWG15 and TWG16 – Teaching and Learning Mathematics with Technology and Other Resources
2018	107	TWG01 – Argumentation and Proof
	108	TWG12 – History in Mathematics Education
	109	TWG09 – Mathematics and Language
	110	S. Prediger and E. Cohors-Fresenborg – ERME's 20th anniversary
2019	111	TWG06 – Applications and Modelling
	112	TWG03 – Algebraic Thinking
	113	TWG21 – Assessment in Mathematics Education
	114	TWG18 – Mathematics Teacher Education and Professional Development
2020	115	J. Cooper – ERME topic conferences
	116	TWG05 – Probability and Statistics Education
	117	TWG08 – Affect and the Teaching and Learning of Mathematics
	118	P. N. Zaragoza and J. Cooper – Report from INDRUM
2021	119	TWG02 – Arithmetic and Number Systems
	120	V. Durand-Guerrier, R. Hochmuth, E. Nardi and C. Winsløw – Report on the book <i>Research and Development in University Mathematics Education</i>
	121	TWG10 – Social, cultural and political aspects of mathematics education
	122	M. Artigue – The Covid-19 pandemic: challenging times for the mathematics education community
2022	123	TWG24 – Representations in Mathematics Teaching and Learning
	125	TWG04 – Geometry Teaching and Learning
2023	127	TWG13 – Early Years Mathematics
	128	TWG23 – Implementation of Research Findings in Mathematics Education
	130	TWG22 – Curricular Resources and Task Design in Mathematics Education
2024	131	TWG19 – Mathematics Teaching and Teacher Practice(s)
	133	TWG27 – The Professional Practices, Preparation and Support of Mathematics Teacher Educators
	134	TWG17 – Theoretical Perspectives and Approaches in Mathematics Education
2025	135	TWG20 – Mathematics Teacher Knowledge, Beliefs and Identity
	137	TWG11 – Teaching and Learning of Discrete and Computational Mathematics
	138	TWG25 – Teaching and Learning of Calculus
2026	139	TWG07 – Mathematics for Work, Society and Personal Development: Lifelong Learning

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