

Date	Sat 6 July	Sun 7 July
Time	<p>13 30 – 14 30 Registration</p> <p>14:30 to 15:00: Welcome (L8)</p> <p>15: 00 – 16 00 Plenary 1: Working with qualitative data: From description to theory (Mike Askew). (L8)</p> <p>16 00 – 16 30 Afternoon Tea</p> <p>16 30 – 18 00 Parallel Session 1: Developing an analytical framework: Making the most of your theoretical framework (Tony Essien). (L9)</p> <p>16 30 – 18 00 Parallel Session 2: How to establish professional connections? (Michal Tabach). (L8)</p> <p>18 00 Dinner (Cafeteria)</p>	<p>09 00 – 10 30 Plenary 2: Panel of Editors (DINDYAL (Daya) Jaguthsing (MERJ); Sarah Bansilal (ARJMSTE); Esther Levenson (editorial board of JMTE); Arthur Bakker and Wim Van Dooren (ESM); Tony Essien (Pythagoras). (L8)</p> <p>10 30 – 11 00 Morning Tea</p> <p>11 00 – 12 30 Parallel Session 3: How to publish a research paper (Wim Van Dooren and Arthur Bakker). (L8)</p> <p>11 00 – 12 30 Parallel Session 4: Analyzing teaching from the ritual-explorative perspective (Michal Tabach). (L9)</p> <p>12:30 -13:00 Closing Session (L8)</p> <p>13:00 – 14: 00 Lunch (Foyer at lecture rooms)</p>

ABSTRACTS

Plenary 1: Working with qualitative data: from description to theory

What is the role of theory in qualitative data? Providing ‘thick examples’ of teaching and learning is a starting point in qualitative data analysis, but often writing remains at this level of providing an ‘account of’ what happened, without the accompanying analytical work of providing a

theoretical ‘account for’ why what happened. In this presentation Mike will look at good examples of going from description to theory and practical approaches to applying this.

Parallel Session 1: Developing an analytical framework: Making the most of your theoretical framework

While the theoretical framework provides a lens which guides and delimits the researcher’s sphere of gaze, the analytical framework provides what Dowling refers to as “the language of Description” for the analysis of data that has been collected. The analytical framework (or what others prefer to call ‘methodological approach’) is essential in qualitative research. It is not uncommon for researchers to work with a theoretical framework which does not provide any instruments for analysing data based on the theory. The onus is then on the researcher who has chosen to use this particular framework to develop a methodological approach in order to be able to do a meaningful and coherent analysis of her/his data. Developing an analytical framework is challenging. In this workshop, we would work with one theory framework and attempt to develop an analytical framework based on this chosen theoretical framework.

Parallel Session 2: How to establish professional connections?

One of the aims of international conferences is meeting researchers with similar research interests. We will use this workshop in an attempt to increase the chances of creating such connections, by a structured activity. To this end, we use the research focus of the participants (that you will report on while registration to the ERD day), to create small groups around shared questions and answers. We aimed at having two rounds of small group discussions. In every round, each participant will provide a concise description of his research focus in 3 min. Then, some more time will be devoted to questions and answers among the small group members.

Parallel Session 3: How to publish a research paper

More and more researchers in mathematics education worldwide indicate that there is an increasing expectation that they publish their research findings in international scientific journals with a high impact factor. Still, this is not an easy endeavor. Even experienced researchers often struggle to get their work published. The good news is that much can be learned.

As coordinators of this session, we start from our position as, respectively, the editor-in-chief and associate editor of one of the A* journals in the field of mathematics education: *Educational Studies in Mathematics* (Nivens & Otten, 2017; Törner & Arzarello, 2013; Williams & Leathan, 2017). Based on these editorial experiences, as well as our experiences in writing papers for various international journals, we set up a seminar with a twofold goal. Each goal will be addressed in a separate session.

As a first goal we intend to share advice and experiences regarding how to write a coherent and attractive empirical research article that may convince both the editor and reviewers that publication is worthwhile. Second, we want to provide insight into the actual publication process and the various steps involved, including submission, review, various rounds of revision, and finally the publication process. Many aspects will apply more generally, but concrete examples will stem from *Educational Studies in Mathematics*.

Parallel Session 4: Analyzing teaching from the ritual-explorative perspective

Various research frameworks have been developed over the years to analyze the work of the teachers. One of these framework which is recently developed sees the work of teaching as a routine activity, and the teachers as providers of opportunities to learn to their students. In the workshop after a brief introduction to the ritual-enabling vs. exploration-requiring dyad, we will analyze together one or two classroom excerpts to get a first feeling for possible insights of this method.