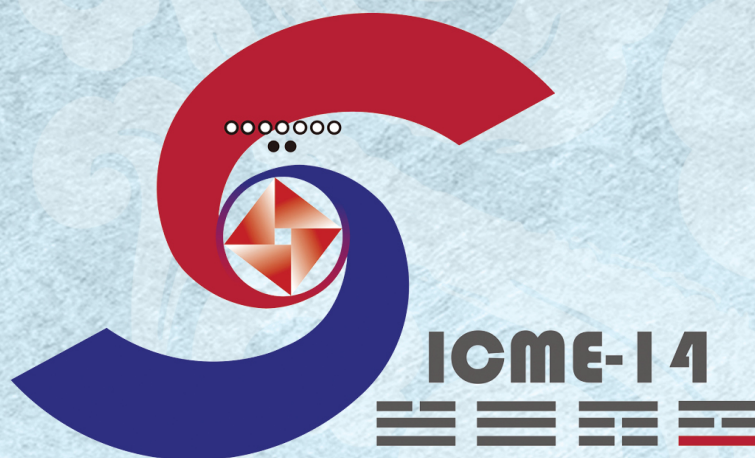




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**14th International Congress
on Mathematical Education**
Volume I

Editor
Jianpan Wang

 East China Normal
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**14th International Congress
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Editor

Jianpan Wang

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**PROCEEDINGS OF THE 14TH INTERNATIONAL CONGRESS ON
MATHEMATICAL EDUCATION**

(In 2 Volumes)

Volume I

Volume II: Invited Lectures

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Editor's Notes

This is the first volume of two-volume Proceedings of the 14th International Congress on Mathematical Education, held in Shanghai, China, from July 11–18, 2021.

This volume begins with the opening ceremony and ends with the closing ceremony. They are the procedural contents of the Congress.

Opening Ceremony: My host words introduce and connect the main procedures of the opening ceremony, but we separately include the speeches/addresses of some attenders of the ceremony (government officials and heads of relevant academic groups). The second half of the opening ceremony is the presentation of ICMI Awards (Felix Klein awards and Hans Freudenthal Awards of 2017 and 2019, as well as Emma Castelnuovo Award of 2020) chaired by Frederick Leung, the President of the International Commission on Mathematical Instruction. Although there were no awardees present on site to receive the awards, we still include citations for all awardees and their acknowledgements from the pre-recorded videos.

Closing Ceremony: The Local Organizing Committee introduced the basic situation of the preparation and convening of ICME-14. Then the Executive Committee of ICMI gave reports on ICMI EC's work and changes over the five years since ICME-13. As a routine action, the Convenor of the 15th International Congress on Mathematical Education delivered the welcome speech. Finally, I made closing remarks to thank all the people who offered help and support from bidding to organizing the 14th International Congress on Mathematical Education.

Except for these two procedural contents, all contents in this book are academic in nature. They are

Plenary Lectures: There are four plenary lectures in which speakers share their understanding, practices, and research outcomes with the audience in the field of mathematics and mathematics education. Full texts of these lectures are included, with one transcribed based on the recorded video during the lecture.

Plenary Panels: Three panels involve researchers discussing and debating on topics regarding current challenges facing mathematics educators around the world. Especially in the context of the COVID-19 pandemic, a related panel was designed and added to the Congress program, exploring the challenges, responsibilities, and roles faced by mathematics and mathematics education. These full-length individual reports are included in this volume.

Lectures of Awardees: Five lectures were delivered, representing Felix Klein Award and the Hans Freudenthal Award of 2017 and 2019, and the Emma Castelnuovo

Award of 2020 respectively. Full texts of these lectures are included, with one transcribed based on the recorded video.

Survey Teams: Four pre-established survey teams conducted their investigation and research on their designated themes before the Congress, and presented their work results brilliantly on the Congress. The full-length survey reports are included in this volume.

Topic Study Groups: The International Program Committee of the Congress designed 62 Topic Study Groups, the largest number in history of ICME's. Participants actively submitted papers/posters. Unfortunately, we do not have enough space to showcase the papers/posters of contributors. Instead, we only include a summary of each TSG provided by the organizers.

Discussion Groups: These are activities designed and organized by the participants themselves, which can to some extent reflect academic concerns. Thirteen discussion groups worked out their succinct reports.

Workshops: These are also participants' self-organized activities. Twenty reports covering a wide range of topics in mathematics education are included.

Thematic Afternoon: This is designed as an event that showcases local mathematics education practices from multiple perspectives. There are a total of thirteen activities presenting mathematics education with Chinese characteristics. An overview of these activities is included.

Early Career Researcher Day: This program was initiated in the 13th International Congress on Mathematical Education. This event is not part of but is attached to an ICME. It aims at providing early career researchers with opportunities to develop their research competencies and establish their contacts with international academic networks. We include in this volume an overview about the Early Career Researcher Day on ICME-14, introducing its general aims, focuses and activities.

The above describes the main contents of this volume.

Invited Lectures of ICME-14 will appear in Volume II of the proceedings, while National Presentations will not be included in the proceedings.

Jianpan Wang
Shanghai
December 2023

Table of Contents

Editor's Notes	v
----------------------	---

Part I The Opening Ceremony

Opening Address and Host Words.....	3
<i>Jianpan Wang</i>	
Congratulatory Remarks from Ministry of Education	11
<i>Tiehui Weng</i>	
Welcome Address from International Mathematical Union	14
<i>Carlos Kenig</i>	
Welcome Address from International Commission on Mathematical Instruction	16
<i>Frederick Leung</i>	
Welcome Address from Chinese Mathematical Society	18
<i>Gang Tian</i>	
Welcome Address from East China Normal University	20
<i>Xuhong Qian</i>	
ICMI Awards Ceremony	22
<i>Frederick Leung, Jill Adler, Anna Sfard, Konrad Krainer,</i>	
<i>Deborah Loewenberg Ball, Terezinah Nunes, Tommy Dreyfus, Gert</i>	
<i>Schubring, Nancy Brickhouse, and Trena Wilkerson</i>	
Final Remark by LOC Co-chair	45
<i>Binyan Xu</i>	

Part II Plenary Lectures

Mathematics in the Society	49
<i>Cédric Villani</i>	
Forty-five Years: An Experiment on Mathematics Teaching Reform.....	64
<i>Lingyuan Gu</i>	
Equity in Mathematics: What Does It Mean? What Might It Look Like?.....	87
<i>Robyn Jorgensen</i>	
Mathematical Work of Teaching in Multilingual Context	99
<i>Mercy Kazima</i>	

Part III Plenary Panels

Actors for Math Teacher Education: Joint Actions versus Conflicts.....	119
<i>Frédéric Gourdeau, Despina Potari, Chunxia Qi, Angel Ruiz, and</i>	
<i>Mikhail Sluch</i>	

Mathematics Education Reform post 2020: Conversations towards Building Back Better	132
--	-----

*Mellony Graven, Marcelo Borba, Eva Jablonka,
Danny Bernard Martin, and Kalyanasundaram (Ravi) Subramaniam*

Pandemic Times: Challenges, Responsibilities and Roles for Mathematics and Mathematics Education Communities	150
--	-----

*Michèle Artigue, Ingrid Daubechies, Timothy Gowers, Nelly León
Gómez, Jean Lubuma, and David Wagner*

Part IV Lectures of Awardees

Understanding the Power of Teaching and Its Role (in) Justice	169
---	-----

Deborah Loewenberg Ball

The Interplay between Construction of Knowledge by Individuals and Collective Mathematical Progress in Inquiry-Oriented Classrooms.....	185
---	-----

Tommy Dreyfus

From Thinking in Action to Mathematical Models — A View from Developmental Psychology	192
---	-----

Terezinha Nunes

Developing the Research Programme on History of Mathematics Teaching and Learning.....	212
--	-----

Gert Schubring

Advocating for High Quality Mathematical Access for Each and Every Child: Our Collective Work, Our Passion, and Our Future.....	227
---	-----

Trena Wilkerson

Part V Survey Teams

Research in University Mathematics Education.....	239
---	-----

*Marianna Bosch, Reinhard Hochmuth, Oh Nam Kwon, Birgit Loch,
Chris Rasmussen, Mike O. J. Thomas, and Maria Trigueros*

A Survey of Recent Research on Early Childhood Mathematics Education	251
--	-----

*Iliada Elia, Anna E. Baccaglini-Frank, Esther Levenson, Nanae Matsuo,
and Nosisi Feza*

Teachers' Collective Work as Regular School Practice for Teacher Professional Development and Learning.....	268
---	-----

*Birgit Pepin, Zeger-jan Kock, Hiro Ninomiya, Yudong Yang, Bill Atweh,
Gerard Sensevy, and Jehad Alshwaikh*

Interdisciplinary Aspects of the Teaching and Learning of Mathematical Modelling in Mathematics Education Including Relations to the Real World and STEM.....	293
---	-----

*Gloria Ann Stillman, Toshikazu Ikeda, Stanislaw Schukajlow,
Jussara de Loiola Araújo, and Jonas B. Ärlebäck*

Part VI Topic Study Groups

Mathematics Education at Preschool Level.....	311
<i>Marja van den Heuvel-Panhuizen, Angelika Kullberg, Ineta Helmane, and Xin Zhou</i>	
Mathematics Education at Tertiary Level.....	318
<i>Ghislaine Gueudet and Irene Biza</i>	
Mathematics Education for Gifted Students.....	325
<i>Florence Mihaela Singer, Joseph Li and Viktor Freiman</i>	
Mathematics Education for Students with Special Needs	332
<i>Michelle Stephan, Yan Ping Xin, Anette Bagger, and Juuso Nieminen</i>	
Teaching and Learning of Number and Arithmetic.....	336
<i>Andrea Peter-Koop, Arthur Powell, and Rui Ding</i>	
Teaching and Learning of Algebra at Primary Level	339
<i>Jodie Hunter, Doris Jeannotte, Eric Knuth, Ann Gervasoni, and Xiaoyan Zhao</i>	
Teaching and Learning of Algebra at Secondary Level	344
<i>Boon Liang Chua</i>	
Teaching and Learning of Geometry at Primary Level	347
<i>Nathalie Sinclair, Michael Battista, Eszter Herendiné-Kónya, Haiyue Jin, and Jesús Victoria Flores Salazar</i>	
Teaching and Learning of Geometry at Secondary Level	351
<i>Keith Jones, Matthias Ludwig, Liping Ding, Joris Mithalal, and Yiling Yao</i>	
Teaching and Learning of Measurement	356
<i>Christine Chambris, Richard Lehrer, Florent Gbaguidi, and Yuquan Wang</i>	
Teaching and Learning of Probability	361
<i>Emesta Sánchez, Sibel Kazak, and Egan J. Chernoff</i>	
Teaching and Learning of Statistics.....	367
<i>TSG-12 Working Team</i>	
Teaching and Learning of Calculus.....	371
<i>David Bressoud, Kristina Juter, Elizabeth Montoya, Armando Cuevas, and Xuefen Gao</i>	
Teaching and Learning of Programming and Algorithms	375
<i>Chantal Buteau, Maryna Rafalska, Xuemei Chen, and Bakhyt Matkarimov</i>	
Teaching and Learning of Discrete Mathematics	379
<i>Elise Lockwood, Cecile Ouvrier-Buffet, Ambat Vijayakumar, Mariana Durcheva, and Ha Ren</i>	
Reasoning, Argumentation, and Proof in Mathematics Education.....	384
<i>Viviane Durand-Guerrier, Samuele Antonini, Kotaro Komatsu, Nadia Azrou, and Chao Zhou</i>	

Problem Posing and Solving in Mathematics Education	388
<i>Tin-Lam Toh, Manuel Santos-Trigo, Puay Huat Chua, Nor Azura Abdullah, and Dan Zhang</i>	
Students' Identity, Motivation, and Attitudes towards Mathematics and Its Study .	395
<i>Maike Vollstedt, Masitah Shahrill, Karin Brodie, Donglin Chen, and Bozena Maj-Tatsis</i>	
Mathematical Literacy, Numeracy and Competency in Mathematics Education	400
<i>Sarah Bansilal, Ratu Ilma Indira Putri, Vince Geiger, Bo Zhang, and Kathy O'Sullivan</i>	
Learning and Cognition in Mathematics (Including the Learning Sciences)	405
<i>Gaye Williams, Pablo Dartnell, and Wenjuan Li</i>	
Neuroscience and Mathematics Education/Cognitive Science	413
<i>Inge Schwank and Marie-Line Gardes</i>	
Mathematical Applications and Modelling in Mathematics Education	417
<i>Gilbert Greefrath and Susana Carreira</i>	
Visualization in the Teaching and Learning of Mathematics	422
<i>Cristina Sabena (chair), Marc Schäfer (co-chair), Marei Fetzer, Hui-Yu Hsu, and Zhiqiang Yuan</i>	
The Role and the Use of Technology in the Teaching and Learning of Mathematics at Primary Level	427
<i>Sitti Maesuri Patahuddin and George Gadanidis</i>	
The Role and the Use of Technology in the Teaching and Learning of Mathematics at Lower Secondary Level	430
<i>Morten Misfeldt, Hans-Stefan Siller, Mariam Haspekian, Arthur Lee, and Mailizar Mailizar</i>	
The Role and the Use of Technology in the Teaching and Learning of Mathematics at Upper Secondary Level	436
<i>TSG-26 Working Team</i>	
The Role of History of Mathematics in Education	448
<i>Ysette Weiss and Desiree Agterberg</i>	
Preservice Mathematical Teacher Education at Primary Level	453
<i>Salvador Llinares, Craig Willey, Hui Jiang, Rukiye Didem Taylan, and Ban Heng Choy</i>	
Preservice Mathematical Teacher Education at Secondary Level	459
<i>Olive Chapman, Jing Cheng, Tracy Helliwell, Benita Nel, and Immaculate Kizito Namukasa</i>	
In-Service Mathematical Teacher Education and Mathematical Teacher Professional Development at Primary Level	467
<i>TSG-30 Working Team</i>	

In-Service Mathematical Teacher Education and Mathematical Teacher Professional Development at Secondary Level	475
<i>Konrad Krainer, Betina Duarte, Talli Nachlieli, Craig Pournara, and Youchu Huang</i>	
Knowledge in/for Teaching Mathematics at Primary Level	485
<i>Stéphane Clivaz, Kam Ling Lao, Janne Fauskanger, and Verónica Martín-Molina</i>	
Knowledge in/for Teaching Mathematics at Secondary Level	488
<i>Nils Buchholtz, Miguel Ribeiro, Mirosława Sajka, Qiaoping Zhang, and Thorsten Scheiner</i>	
Affect, Beliefs, and Identity of Mathematics Teachers	493
<i>Francesca Morselli, Einat Heyd-Metzuyanim, Narumon Changsri, Forster Ntow, and Shengying Xie</i>	
Knowledge and Practice of Mathematics Teacher Educators	497
<i>TSG-35 Working Team</i>	
Research on Classroom Practice at Primary Level	503
<i>Shuhua An, Birgit Brandt, Benedetto Di Paola, and Jiushi Zhou</i>	
Research on Classroom Practice at Secondary Level	509
<i>Yoshinori Shimizu, Carmel Mesiti, Jarmila Robova, and Li Tong</i>	
Task Design and Analysis	515
<i>Minoru Ohtani, Michiel Doorman, Berta Barquero, Heather Johnson, and Xuhua Sun</i>	
Language and Communication in Mathematics Classroom	523
<i>Marcus Schütte, Jenni Ingram, Tran Vui, Máire Ní Riordáin, and Fengjuan Hu</i>	
Research and Development on Mathematics Curriculum	530
<i>Masataka Koyama and Jeremy Hodgen</i>	
Research and Development on Textbooks and Resources for Learning and Teaching Mathematics	537
<i>Sebastian Rezat, Jana Visnovska, Guorui Yan, Moneoang Leshota, and Hussein Sabra</i>	
Research and Development in Assessment in Mathematics Education	546
<i>Abid Sohail and Caroline Long</i>	
Research and Development in Testing (National and International) in Mathematics Education	551
<i>Ivan Vysotskiy, Julia Tyurina, and Anastasiia Demchenkova</i>	
Mathematics and Interdisciplinary Education	556
<i>Carl Winsløw, Rita Borromeo Ferri, Nicholas Mousoulides, and Avenilde Romo-Vasquez</i>	

Mathematics for Non-specialists/Mathematics as a Service Subject at Tertiary Level	561
<i>Burkhard Alpers and Mitsuru Kawazoe</i>	
Mathematical Competitions and Other Challenging Activities	565
<i>Boris Koichu, Peter Taylor, Ingrid Semanišinová, Yijun Yao, and Sergei Dorichenko</i>	
Mathematics Education in a Multilingual Enviroment.....	570
<i>TSG-47 Working Team</i>	
Mathematics in a Multicultural Environment.....	573
<i>Florence Glanfield, Anthony Fernandes, Qin Jing, and Peter Kajoro</i>	
Distance Learning, E-learning and Blended Learning of Mathematics	578
<i>Marcelo Bairral, Tracey Muir and Veronica Hoyos</i>	
Mathematics Education in and for Work; Continuous Mathematics Education Including Adult Education	582
<i>Lisa Björklund Boistrup and Geoffrey Wake</i>	
Mathematics Education for Ethnic Minorities.....	587
<i>Lianchun Dong</i>	
Ethnomathematics	592
<i>Gelsa Knijnik, Marcos Cherinda, Arindam Bose, Cynthia Nicol, and Aihui Peng</i>	
Equity in Mathematics Education.....	596
<i>Jayasree Subramanian, Darinka Radovic, Constantinos Xenofontos, and Changgan Pei</i>	
Social and Political Dimensions of Mathematics Education	602
<i>Paola Valero, Kate le Roux, Andrew Brantlinger, Murad Jurdak, and Xuhui Li</i>	
The History of the Teaching and Learning of Mathematics	607
<i>Alexander Karp</i>	
Philosophy of Mathematics Education	612
<i>Bronislaw Czarnocha, Maria Bicudo and Paul Ernest</i>	
Diversity of Theories in Mathematics Education	617
<i>Angelika Bikner-Ahsbabs, Ivy Kidron, Erika Bullock, Yusuke Shinno, and Qinqiong Zhang</i>	
Empirical Methods and Methodologies in Mathematics Education	624
<i>Christine Knipping and Soo Jin Lee</i>	
Mathematics and Creativity	631
<i>TSG-59 Organising Team</i>	
Semiotics in Mathematics Education	635
<i>TSG-60 Working Team</i>	

International Cooperation in Mathematics Education	638
<i>Ui Hock Cheah, Masami Isoda, Arne Jakobsen, Bernadette Denys, and Jiwei Han</i>	
Popularization of Mathematics	642
<i>Christian Mercat</i>	

Part VII Discussion Groups

70 Years' Development of School Mathematics Textbooks in China	647
<i>The Working Team</i>	
The Future of Mathematics Education Research: A Discussion Group	649
<i>Arthur Bakker and Jinfa Cai</i>	
Capacity and Network Projects: Sustainability and Future Directions.....	653
<i>The Working Team</i>	
Revisiting Shulman's Notion of Pedagogical Reasoning: Looking Back and Looking Forward	655
<i>Ban Heng Choy, Jaguthsing Dindyal, and Joseph Boon Wooi Yeo</i>	
Roles for Mathematicians in Math Education	659
<i>Solomon Friedberg, Patricio Felmer, Carlos Kenig, JongHae Keum, and Jürg Kramer</i>	
Variations and Series of Tasks, Crossing the Approaches	662
<i>Katalin Gosztonyi, Charlotte de Varent, and Luxizi Zhang</i>	
Mathematics Houses and Mathematics Museums Worldwide	666
<i>The Working Team</i>	
Non-University Tertiary Mathematics Education: An Emerging Field of Inquiry...	668
<i>The Working Team</i>	
How do Movements of Bodies and Artifacts Emerge in Mathematics Education?	670
<i>Anna Shvarts, Dor Abrahamson, Ricardo Nemirovsky, Nathalie Sinclair, and Candace Ann Walkington</i>	
Computational and Algorithmic Thinking, Programming, and Coding in the School Mathematics Curriculum: Sharing Ideas and Implications for Practice	673
<i>Max Stephens, Djordje M. Kadijevich, Qinqiong Zhang, and Haozhe Jiang</i>	
Teaching and Learning Linear Algebra	677
<i>Sepideh Stewart, Maria Trigueros, and Michelle Zandieh</i>	
The Driving Forces Behind School Mathematics Curriculum Change in Asia	679
<i>The Organisers and the Working Team</i>	
Mathematics Education and Teacher Professional Development System in Jiangsu Province	681
<i>Xiaoyan Zhao, Lianhua Ning, Jingya Zhao, Jiahong Wang, and Guangming Wei</i>	

Part VIII Workshops

Topological Approach to Game Theory	687
<i>Giovanna Bimonte, Francesco Saverio Tortoriello, and Ilaria Veronesi</i>	
Linguistic and Logical Methodological Tools to Address Language Diversity in Mathematics Education	691
<i>Viviane Durand-Guerrier, Cris Edmonds-Wathen, Faïza Chellougui, Judith Njamgong Ngonsap, and Jean-Jacques Salome</i>	
Poly-Universe and Lénárt Sphere: Manipulatives from Hungary	695
<i>Zsuzsa Dárdai, István Lénárt, János Saxon Szász, Eleonóra Stettner, Réka Szász, and Szabina Tóth</i>	
Folding for Fractional Understanding.....	697
<i>Bjorg Jóhannsdóttir and Heather Ann Coughlin</i>	
From the Power of Intuition to the Beauty of Abstraction	701
<i>Damjan Kobal</i>	
Exploring the Role of an Online Interactive Platform in Supporting Dialogue in Mathematics Classrooms	704
<i>Qian Liu and Yuan Zhang</i>	
Going Beyond the Numbers — Exploring Social Justice in the Mathematics Classroom through Global Connections	708
<i>Chadd McGlone, Hanna Nadim Haydar, and Paola Castillo</i>	
Math for All: Professional Learning to Help Teachers Reach All Students in the Mathematics Classroom.....	710
<i>Babette Moeller and Matthew McLeod</i>	
Networking Design Approaches: Around the Teaching of Mathematical Proof.....	713
<i>Tatsuya Mizoguchi, Ignasi Florensa, Koji Otaki, and Hiroaki Hamanaka</i>	
Challenging Ableist Perspectives on the Teaching of Mathematics: A CAPTeam Workshop	716
<i>Elena Nardi, Irene Biza, Solange Hassan Ahmad Ali Fernandez, Lulu Healy, Érika Silos, and Angeliki Stylianidou</i>	
Simulation Games for Geometry Learning and the Development of Mathematical Language	720
<i>Angela Piu and Cesare Fregola</i>	
Developing Quality Criteria for Creating and Choosing Mathematics Learning Videos	724
<i>Iresha Ratnayake, Eugenia Taranto, Regina Bruder, and Maria Flavia Mammana</i>	
Beyond Financial Literacy and Financial Mathematics: Conceptualizing Financial Numeracy.....	727
<i>Annie Savard and Alexandre Cavalcante</i>	

International Mathematics Festival: A Fun and Collaborative Event for Students to Discover “Why” and “What If”	731
<i>Mark Saul and Cherry Pu</i>	
Mathematics Learning and Mathematics Games	735
<i>Hongliang Shi and Fanglin Tian</i>	
Self-Made Automata to Teach Mathematics in Preschool	739
<i>Oliver Thiel and Piedade Vaz-Rebelo</i>	
Rich Math Activities for a Primary School Class.....	742
<i>Albert Vilalta, Laura Morera, Horacio Solar, and Francisco Rojas</i>	
The Felix Klein Project — Vignettes in Practice	744
<i>Hans-Georg Weigand, Michèle Artigue, Ferdinando Arzarello, Yuriko Baldin, Bill McCallum, Christian Mercat, and Samuel Bengmark</i>	
Exploratory Lessons Using Pop-Up Cards and the Making of Cards	746
<i>Kazumi Yamada, Takaaki Kihara, and Anri Yamada</i>	
Mathematical Performance-Based Learning in Hangzhou Yungu School.....	751
<i>Jing Yang, Fan Zou, and Shengwenxin Ni</i>	
Part IX Thematic Afternoon	
Mathematics Education in China: Summary of Thematic Afternoon Activities.....	759
<i>Yingkang Wu</i>	
Part X Early Career Researcher Day	
Supporting Early Career Researchers in Mathematics Education: An Overview of Early Career Researcher Day at ICME-14	773
<i>Lianghuo Fan</i>	
Part XI The Closing Ceremony	
The Closing Remarks from the Local Organizing Committee	779
<i>Jiansheng Bao</i>	
Reports from the ICMI EC.....	784
<i>Abraham Arcavi, Jean-Luc Dorier, Frederick Leung, and Lena Koch</i>	
Welcome Address from ICME-15.....	796
<i>Kim Beswick</i>	
The Closing Remarks from the Congress Chair.....	799
<i>Jianpan Wang</i>	
Appendices	
Hosting Organizations.....	805

Committees.....	807
Logo of ICME-14.....	809
Index of Authors	815

Survey Team 2

A Survey of Recent Research on Early Childhood Mathematics Education

Iliada Elia¹, Anna E. Baccaglini-Frank², Esther Levenson³, Nanae Matsuo⁴,
and Nosisi Feza⁵

ABSTRACT This is a summary report of the ICME-14 survey on Early Childhood Mathematics Education, which was conducted by the authors of this paper, with the aim to establish a review of the state-of-the-art of the most important developments, and of current tendencies, new perspectives and emerging challenges in the particular field. The survey was based on an analysis of the research literature published between 2012 and 2020.

Keywords: Literature review; Early mathematics learning, Early mathematics teaching; Technology; Early childhood teachers.

1. Introduction

In the past few years there has been an internationally growing interest in early childhood mathematics education (ECME). The interest in this field is induced firstly by the strong emphasis given on early childhood education in many countries. This is evident by the increase of their expenses and investments on early childhood education and of their access to pre-primary education (Kagan and Roth, 2017). The well documented, positive relation between children's early mathematical knowledge and their later success in mathematics learning is another factor for the growing research in this field (Duncan et al., 2007).

This survey has been designed to establish an in-depth and comprehensive review of the state-of-the-art of the most important developments and contributions between 2012 and 2020, and of new perspectives and emerging challenges in ECME.

In the survey we identified six major research themes in recent literature on ECME. Three of these themes are content-oriented: number sense and whole number development, geometry education and children's competences in other content domains. Another theme that is systematically reviewed deals with the role of technologies in early mathematics teaching and learning. A cognition-oriented theme

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focuses on cognitive skills associated with mathematics learning and special education and comprises two parts: Abilities predictive of or associated with mathematical performance and special education. Finally, the sixth theme focuses on developments and trends in teacher-related issues, particularly on early childhood teachers' knowledge, education and affective issues in mathematics.

To identify relevant research for the survey, we drew from a broad range of sources, focusing on publications since 2012. For each identified theme we searched for relevant peer-reviewed papers in journals in two fields, that is, Mathematics Education and Early Childhood Education, for relevant chapters in prominent research books on Mathematics Education (such as PME Handbook, POEM, ICME-13 monographs), international peer-reviewed conference proceedings, including ICME, PME and CERME. Moreover, we used publications found in search engines using strings with relevant keywords for each theme.

After eliminating double records, we produced annotated bibliography with summaries of the papers that have been identified as relevant for each theme, leading to a comprehensive analysis of the issues raised by this research literature and to a qualitative synthesis of the pertinent findings. This led to the production of a written overview of the research in each theme. A summary of the key findings for each theme of the review and a final section with our concluding remarks are presented below.

2. Number Sense and Whole Number Development

Number sense development is globally recognized as the fundamental foundational knowledge for children's mathematical growth. Hence, literature argues for children's stimulation of numerosity as early as their toddler stage for future benefits. The complexities brought forward by diverse backgrounds of children as well as diverse provisions of stimulation enriches strategies and seek more conceptualization. Children's diverse numerical abilities reflect children's varied experiences from home and their immediate environment (Ramani and Siegler, 2011). These abilities are foundational blocks for children's development of numerical fluency, on the other hand low performance is proven to be associated with limited numerical experiences prior to kindergarten and inability to catch up with peers (Aunio et al., 2015).

Innate abilities of young children have been identified to be observable as early as six months. New-borns of 7 to 94 hours demonstrated that they could map space, number and time including brightness, and loudness (de Hevis et al., 2014). Robertson, Shi and Melancon (2012) discovered that 24 months babies were able to match objects with the defining number. Also, Norwegian toddlers demonstrated competencies using number words, however reciting lower competencies than previous literature (Reikerås, Løge, and Knivsberg, 2012).

Sella et al. (2017) explored numerosity and spatial mapping to three groups, preschool children, 4-year-olds, 1st Grade and 3rd Grade, to discover that spatial mapping favored high numerical abilities in all groups studied. Benz (2014) revealed that 4- to 6-year-olds were able to explain structures in quantities and why they used

to compose or decompose, while a more recent study with the use of eye tracking by Schöner and Benz (2018) showed that children built structures in the collection of objects but could not explain their approaches and resort to counting as a strategy.

Strategies that are revealed to enhance numerical abilities are linear board games (Ramani and Siegler, 2011), numerical acuity and inhibitory control, tablet-based non-symbolic approximate arithmetic game, conceptual subitising (Sayers et al., 2016), fine motor skills (Asakawa et al., 2017), story problems (Jordan et al., 2012), catch up numeracy (Holmes and Dowker, 2013) differentiated approach in using games (Bay-Williams and Kling, 2014). Children who get exposed to numeracy stimulation before school demonstrate a positive gain in early schooling (Clerking and Gilligan, 2018; Segers et al., 2015). Particularly, benefits are observed in play-based approach for numeracy development at home, allowing children to learn through play and give opportunity to adults to pose challenging questions and listen to children illustrating their action and adding meaning to them (Magnusson and Pramling, 2018). Furthermore, mediation of patterns and structure influences children numerical fluency positively especially those who are low performers (Lüken and Kampmann, 2018). Problem solving was found to boost four basic operations with an effect size of 0.60 (Bicknell et al., 2016).

Dynamic assessment is one of the strong predictors for problem solving of word problems development (Seethaler et al., 2012). Polotskaia and Savard (2018) used Relational Paradigm in facilitating problem solving and this led to improved problem-solving skills and enabled students to solve problems demanding rational thinking. A longitudinal study favored students who begin to use derived fact strategies during mid-year than those using counting strategies (Gaidoschik, 2012). White and Szucs (2012) promoted modelling methods to increase understanding and developing mental representation through estimation tactics.

Although children's mathematical development through technology is systematically analyzed in a distinct theme of this review, it is worthwhile here to present a number of technology-based interventions that were found to support the numeracy abilities of children with diverse backgrounds. A Math Shelf intervention using a tablet was designed for at risk 4-year-old pre-schoolers with results that show significant improvement performance (Schacter et al., 2016). Also, an adaptive computer game "Number Race" yielded similar findings as Math Shelf intervention for disadvantaged children (Sella et al., 2016). Lady Bug Count and Fingu apps allow children to develop own mathematical concepts such as subitizing, estimation and finger motor-skills (Ladeland Kortenkamp, 2014).

Generally, this literature addresses vital concepts within number sense that need attention and recognition. Our findings indicate a need to understand or unpack children's language as some studies assert that children were able to articulate their strategies and reasons behind their selection, while others report that children were limited to counting in describing their strategies. Furthermore, there is too little literature on transitioning from informal numerosity to formal numerosity and how mediation should be structured to achieve the transitioning.

3. Geometry Education

The literature review about geometry education in early childhood focused on the following major threads: Spatial skills and their relation to mathematics and geometry learning, shape knowledge and understanding, embodied, dynamic and semiotic approaches in geometrical thinking and learning and enhancing and assessing geometry learning.

Regarding the first thread of the review, strong relations have been found between spatial skills and quantitative competences, including, number-line estimation, counting and arithmetic (addition and subtraction) in children already from age 3 up to 7 years (e.g., Verdine et al., 2017). The potential significance of young children's spatial training or learning in their mathematics performance is also highlighted (e.g., Hawes et al., 2015). The relationships between spatial skills and geometry learning are scarcely investigated and research on this issue suggests that the associations between geometry learning and teaching and spatial reasoning are quite complex (e.g., Dindyal, 2015). However, spatial knowledge is found to be the basis for building geometrical knowledge and understandings in problem solving (Soury-Lavergne and Maschietto, 2015).

Our findings on shape knowledge and understanding (second thread) suggest that a great deal of studies focused on plane shapes, taking a rather static perspective, e.g., studying children's shape recognition and sorting abilities, definitions/descriptions of shapes (e.g., Olkun et al., 2017). A major finding, revealed also by previous literature, is that children develop visual prototypes and they use these prototypes to compare shapes they are asked to identify or to draw (e.g., Dağlı et al., 2014).

A few studies adopted a more spatial perspective in investigating children's competences in geometry. Research on children's competences with 3D shapes has shown that children encounter difficulties when reasoning about plane and solid shapes across various kinds of geometric representations (Hallowell et al., 2015) and also in reconstructing a 3D figure with building blocks and in using the regularities of this geometrical object when needed (Maj-Tatis and Swoboda, 2017).

A large part of research on embodied, dynamic and semiotic approaches in geometrical thinking and learning (third thread) investigated the role of body and gestures in children's learning of geometry. A major finding is that children's body and gestures reflect implicit knowledge and have a crucial and fundamental role in the development of geometrical reasoning, in solving geometrical problems and argumentation and in communicating geometrical/spatial relationships (e.g., Calero et al., 2019; Elia, 2018). The multimodality of children's learning, and specifically the synergy between talk, gesture, and material environment is regarded as a critical characteristic of children's development in geometry by many research studies (e.g., Thom, 2018). A number of studies on dynamic learning environments (DLE) in early geometry provided evidence for the potential of DLE to support children's developing understanding, and reasoning about, different geometry concepts, including the

properties of specific shapes, angles and reflective symmetry (e.g., Ng and Sinclair, 2015).

Research on enhancing early geometry learning (fourth thread) suggested play as a significant learning approach. Using children's play as starting point to teach mathematical content supported children's explorations of shapes (Bäckman, 2016), while guided play also enhanced children's shape knowledge (Fisher et al., 2013). In addition, using picture book reading with or without the inclusion of additional mathematical activities was found to be a promising avenue to contribute to the development of children's understanding of shapes and spatial relationships (McGuire et al., 2021). Regarding the assessment of children's geometrical thinking and learning, a study by Thom and McGarvey (2015) showed that drawing serves as a means to access, assess, and attend to children's understanding. Tirosh et al. (2013) highlighted the need to use a combination of tasks to assess strengths and weaknesses of children's geometric knowledge, as not all children take advantage of the opportunities afforded by a given task.

The findings of the review on early geometry education indicate the need for further research on the body's role in children's geometrical learning (regarding both plane and 3D shapes), so as to deepen and enrich current knowledge about how children think and build geometrical understandings, on teaching strategies in geometry and spatial reasoning (e.g., picture books, DLE) to support children move into more abstract ways of thinking and, finally, on how early geometrical knowledge and understanding affect children's future mathematical performance.

4. Children's Competencies in Other Content Domains

Compared to the domains of number and geometry, other content domains have received less attention within ECME research. The major content domains within ECME that are studied in the reviewed literature are patterns and structures, measurement, statistical reasoning and early algebraic reasoning. A common focus of the reviewed studies across the different content domains is twofold: Firstly, offering insights into young children's competences and development and secondly, proposing and investigating the effectiveness of programs or interventions on children's learning. Research on patterns had increased rapidly since 2013, when Mulligan and Mitchelmore (2013) proposed Early Awareness of Mathematical Pattern and Structure showing that it generalizes across early mathematical concepts. In this study, not only can students' abilities of structural development be reliably categorized through particular levels, but students who show a superior level of development on one task also operate at a similar level on other tasks.

Besides this, research has investigated children's recognition of the unit of repeat and the structure of the repeating patterns and the relations with other mathematical contents, such as number and arithmetic, algebra, calculation, or geometrical thinking. It is shown that effective patterning instruction included instruction on symmetrical patterns, patterns with increasing numbers of elements, and patterns involving the

rotation of an object through 6 or 8 positions. Moreover, the abilities to ascertain the structure of patterns and understand mathematical language were found as strong predictors of mathematical success, with the latter making a more significant contribution.

Concerning measurement, a significant number of studies in this theme have focused on general measurement, length, area, mass, and time. However, few research papers are about bulk, or volume. Regarding length measurement, which has received greater attention than measurement of other properties, research has provided evidence for the effects of different pedagogical approaches on kindergarten children's learning and evaluated and elaborated the developmental progression or levels of thinking on length measurement (e.g., Szilágyi, etc., 2013). A few pieces of literature are about area measurement. Clements et al. (2018) investigated the effects of instructional interventions through different levels of a learning trajectory designed to support young children's understanding of area measurement as a structuring process.

The literature on data modeling includes research on statistical reasoning, statistical learning, quantitative modeling, and probabilistic thinking. English and Crevensten (2013) explored data modeling with a specific focus on structuring and representing data, including the use of conceptual and meta-representation competence, informal inference, and the role of context through the longitudinal study of data modeling in grades one to three.

Kieran, Pang, Schifter and Ng (2016) investigated the nature of the research carried out in early algebra and how it has shaped the field's growth for the younger students, aged from about six years to 12 years. This study found that mathematical relations, patterns, and arithmetical structures lie at the heart of early algebraic activity, with noticing, conjecturing, generalizing, representing, justifying, and communicating central to students' engagement.

Based on the strengths that have been identified in this current research body about mathematics learning in other content domains in early childhood contexts, we consider important for future research pathways to investigate the connections of the development of early knowledge and skills in content domains beyond number, e.g., pattern and structure, data modeling and early algebra with future mathematical performance of students. Further research could be carried out about the nature of classroom culture and the role of the teacher, the curriculum, instructional strategies and new technologies on the learning in the above mathematical content domains, as well as on the relationship between children's competences in these content domains and their cognitive skills and affective characteristics.

5. The Role of Technology in Mathematics Teaching and Learning

A large body of research on this theme focused on design features of different technological tools used in ECME, such as spreadsheets, Interactive Whiteboards

(IWBs), dynamic geometry software and programmable toy robots, but the vast majority of the technological tools described are interactive applets for tablets.

An issue raised in many papers is the need for designing new apps for learning mathematics in order to create constructive opportunities to represent mathematical objects so that they can be manipulated. A second issue raised is the importance of well-founded guidelines at the basis of this design.

A number of studies focused on multi-touch devices, in which environments are designed supporting embodied and multi-player interactions. Among the most referenced and studied is the app TouchCounts, which takes advantage of the multi-touch and gestures functionalities of the device and provides multimodal visual and auditory feedback for every touch or gesture (e.g., De Freitas and Sinclair, 2017). Other studies have focused on activities with programmable toy robots designed to ameliorate preschool children's visuospatial reasoning, engaging them in a playful and tangible way (e.g., Di Lieto et al., 2017).

Frameworks used in this domain or developed from design research include the Theory of Semiotic Mediation (e.g., Bartolini Bussi and Baccaglini-Frank, 2015), the discursive approach, and a framework that makes a distinction between instructive, manipulable, and constructive multimedia (Goodwin and Highfield, 2013), through which a review of educational apps was conducted. An important conclusion was the value of open-ended tasks, also expressed in other studies.

An important area of research is that of computer assisted interventions. Various studies focused on educational software centered around specific topics, such as number sense. This research aimed at highlighting the educational potential (in terms of students' improvements in mathematical achievement) offered by certain apps that exploit affordances of multi-touch devices for fostering preschoolers' development of number-sense (e.g., Baccaglini et al., 2020).

Studies suggested that well-planned integration of apps in the classroom, with clear learning objectives and appropriate feedback could motivate children, enhance concentration, and support independent learning and communication (e.g., De Freitas and Sinclair, 2017; Kaur and Sinclair, 2014). Some studies showed that children make sense of the digital tools and are able to apply the tools purposefully as long as they also interact with an adult, within their zone of proximal development. Findings also suggest that when technology integration is accomplished successfully in early childhood education settings, children tend to interact more with one another and exchange information related to computer tasks as well as to the overall classroom on-going curriculum themes. Research on using dynamic geometry environments with young children suggested that gestures and motion play an important role in children's developing the mathematical conceptions at stake (e.g., Kaur and Sinclair, 2014).

Many of the studies in this theme explored the roles that preschool teachers give to technologies in mathematics education and the ways in which they structure their mathematics learning activities when using technological artefacts. As far as the teachers are concerned, having a negative attitude towards technological artefacts like an IWB led to a decrease in the likelihood to enrich the learning environment and lead

to pedagogical change. The IWB does not seem to pose pedagogical challenges to teachers as its stable location offers the opportunity of using it in traditional teaching ways. Instead, tablets seem to pose a problem for some teachers because of their mobility and the need to reconfigure the organization and, to some extent, the roles of teacher and students.

Many semiotic resources were used with different mediating roles in different teaching-learning processes. However, an emerging challenge is that teachers frequently do not seem to be confident about their ability to teach mathematics using computers. These studies suggested providing effective professional learning and development programs so that teachers can employ a wider range of pedagogical strategies to support the children's use of ICT (e.g., Dong, 2018).

Overall, the findings on preschoolers' interactions with touch-screen-based virtual manipulative mathematics apps confirm the hypothesis that multi-touch technology has the potential to foster important aspects of children's development of number-sense, however such research is still in its infancy. A few studies have pointed to relationships between children's strategies used when interacting with certain apps that afford multi-touch inputs and their development of number sense abilities (e.g., Holgersson et al., 2016).

6. Cognitive Skills and Special Education of Young Children

6.1. *Abilities predictive of or associated with mathematical performance*

In this area of research, a distinction is made between domain general abilities (e.g., executive functions (EF), working memory (WM), long term memory, visuo-spatial abilities, inhibition), domain specific abilities (neurocognitive trend) and abilities related to the socio-cultural dimension and language.

Studies on domain general abilities highlighted the correlations between children's executive functions and their numerical abilities. Also, non-verbal number sense and working memory are central for early mathematical achievement in preschool. Both visuo-spatial working memory and the phonological loop have been associated to mathematical achievement as well as to the children's development of language, and linguistic competence, is also correlated with mathematical achievement (e.g., Fuchs et al., 2019)

Low visuo-spatial abilities do not seem to change the nature of the mental number line, but they can lead to a decrease in its accuracy. On the other hand, visualizing spatial arrangements is a key ability in the development of number sense.

Regarding domain specific abilities, studies have found that the nature and time needed for the development of children's mapping of the new symbolic representations of numbers they learn onto pre-existing non-symbolic representations are not yet clear. Moreover, there seems to be a tendency within neurocognitive research to support the development of cardinality before ordinality. However, some studies have suggested the importance of early focus also on ordinality (e.g., Coles and Sinclair, 2017).

The approximate number system (ANS) plays a key role in the development of basic numerical abilities, and it is thought to help children achieve cardinality. However, an important role is also played by children's spontaneous focus on numerosity (SFON) (e.g., Verschaffel et al., 2016). Research has widely recognized the importance of using fingers, suggesting that explicit teaching of finger counting in early primary school practices should be promoted to help weaker children overcome their difficulties in arithmetic.

The literature on the abilities related to the socio-cultural dimension and language indicated that the role of language is quite controversial. All of the studies analyzed suggested that there are links between early mathematical achievement and phonological competence. Moreover, the use of narration enhances mathematical learning.

Difficulties with mathematical language can also become obstacles in the development of mathematical meanings. This line of research highlighted the key role played by the teacher. Research converged on the main objective of developing multimodal approaches to mathematics education, within which language is a resource that involves various elements (signs, gestures, etc.) combining mathematical symbols (including formal ones) and images to promote the development of mathematical meanings.

Different ways of pronouncing numbers in different languages can support or hinder the development of number sense itself; for example, using languages with more transparent ways of denominating numbers has a long-lasting benefit on children and it places them at an advantage (e.g., Dunbar et al., 2017).

A number of studies emphasized how a deprived socio-economical-cultural environment has a significant negative influence on the development of number sense.

6.2. *Special education*

The reviewed research in special education within ECME involves two major directions: The first direction is focused on mathematical capabilities and their development in young students with special needs and the second one refers on ways to support and improve mathematics learning of young students with special needs. For both directions, the findings from the literature review reveal a greater emphasis on researching low-attaining children than high-achieving children. Considering the first direction, a large part of research in low performing students focused on students with mathematical learning disabilities (MLD) mainly with respect to numeracy. Several studies have investigated the relations between MLD and cognitive skills (e.g., working memory), language skills, other learning difficulties (e.g., dyslexia, non-verbal learning disabilities) or pathological disabilities. Regarding the second direction, a significant number of studies developed remedial numeracy programs or examined the effectiveness of interventions for young children at risk for mathematics difficulties or low-attaining children in mathematics (e.g., van Garderen et al., 2020). However, the remediation of MLD in educational contexts is a field that needs further improvement. There is also growing research that takes place on the use and effects of

evidence-based instructional tools, ICT, teacher professional development, family-centered practices and parent involvement/ training on the mathematical development of children at risk for mathematics difficulties which could contribute to this endeavor.

7. Early Childhood Teachers' Knowledge, Education and Affective Issues in Mathematics

For preschool teachers, subject matter knowledge (SMK) often refers to the concepts and skills learned before first grade, such as number and operation, measurement, geometry, data representations, and patterns. Several studies presented models and frameworks for investigating teachers' knowledge and competencies for teaching early childhood mathematics (Gasteiger and Benz, 2018; Tsamir, et al., 2014). In addition to content, studies included elements of pedagogical content knowledge (PCK) such as knowledge of early mathematics development, ability to observe mathematical situations and to take appropriate pedagogical actions. Lindmeier et al. (2016) added reflective competence and action-related competence. Most studies of preschool teachers' SMK reported on general scores, (e.g., Opperman et al., 2016), with a few focusing on specific domains, such as patterns (e.g., Tirosh et al., 2017) and geometry (e.g., Tsamir et al., 2015; Ulusoy, 2020). Investigation of teachers' content knowledge in areas such as measurement and data representation is scarce.

Studies that concern teachers' PCK are more frequent than studies of teachers' content knowledge, focusing on teachers' knowledge of students as mathematics learners (Tanase and Wang, 2013) and teachers' knowledge of task orchestration (Hundeland et al., 2017). Several studies focused on teachers' abilities to recognize mathematical situations that occur during children's natural play (e.g., Benz, 2016) or during play-based scenarios (Lee, 2017). In general, teachers note concepts related to classification, number sense, and measurement.

Teachers' attitudes towards teaching mathematics improved through professional development (e.g., Sumpter, 2020). Some teachers claim that mathematics in kindergarten is important because children need to be prepared for first grade (Schuler et al., 2013). Teachers mostly consider counting, rather than geometry, as relevant and important (Schuler et al., 2013).

Concerning pedagogical mathematical beliefs, teachers stress children's need to use their bodies as tools for learning mathematics, for example by climbing up and down to feel differences in height (Franzén, 2014). Most teachers believe that it is essential for children to be active learners (Li et al., 2019) and that the teachers' roles are to ask questions (Cross Francis, 2015), instill curiosity (Schuler et al., 2013), and encourage children to think and draw conclusions by themselves (Li et al., 2019).

Self-beliefs, such as anxiety, confidence, and self-efficacy were found to be linked to various contextual factors (e.g., Thiel and Jenssen, 2018). Gasteiger and Benz (2018) pointed out that teachers' attitudes and motivation influence how they use their knowledge and skills. Higher knowledge is associated with higher levels of student-

centered beliefs (Ren and Smith, 2018). Tirosh et al. (2017) investigated the links between pattern knowledge and corresponding self-efficacy.

Few studies investigated the preparation of prospective teachers to teach mathematics in preschool. Instead, programs aimed at promoting practicing teachers' knowledge of their young students' mathematical thinking, and helping teachers develop and use tools to better understand children's engagement with mathematics. Several programs used video as a tool for reflection (e.g., Cross Francis, 2015). Other programs encouraged teachers to use clinical interviews (e.g., Polly et al., 2018).

In conclusion, although this section is about teachers, the common thread running through most studies is an emphasis on children. More studies focused on teachers' PCK than their SMK, and within PCK, research has focused on coming to know young students as mathematics learners. Studies of teachers' beliefs investigated the relevance of mathematics for young children, and what is appropriate mathematics for children. Finally, many professional development programs focused on enhancing teachers' knowledge of children's mathematical reasoning. Further research might focus on teachers' knowledge and beliefs related to the use of technology in preschool mathematics and interventions specifically for prospective preschool teachers.

8. Concluding Remarks

Our work on this survey has shown that there is a plethora of research work of a broad scope on ECME and that there will be continued growth and important progress in this field in the years to come. In the past few years we gained considerable amount of relevant knowledge about what mathematics children know and (can) learn before or at the beginning of formal education, how they learn mathematics and develop their mathematics skills, how early mathematics learning can be stimulated and enhanced and also on teachers' knowledge, acts and beliefs related to early years mathematics. We expect to see further development in the aforementioned areas with greater research attention on the following aspects: assessing and developing children's competences in content strands beyond number sense and also children's cognitive abilities that are strongly associated with mathematics performance (e.g., SFON, ANS), toddlers' mathematical development and learning opportunities, the use of digital tools to support children's learning and opportunities offered to children to engage in embodied ways of mathematical thinking and learning. The development of early childhood teachers' knowledge and skills on the above aspects would be another major challenge in the field.

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