

## Mathematics Education Researchers' Perspectives on Implications of Their Research for Primary Teachers

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The Mathematics Education Research Group of Australasia (MERGA) has contributed a wealth of information about the teaching and learning of mathematics over the years. However, little research has included data collection from this particular community. This study provided an opportunity for the MERGA community to share their perspectives on what they believed were the most important implications for mathematics education in primary schools that have arisen from both their own research and mathematics education research more generally. Specifically, 86 members of the MERGA community responded to an online questionnaire probing their views about how mathematics education research translates into practice.

Although the principle motivation for undertaking this research was to share our findings with those directly involved in providing primary mathematics education to students (teachers and mathematics leaders), we believe that there is value in presenting preliminary results back to the MERGA community who provided the data in the first instance. This will help offer clarity to the community as to what its members view as the most seminal contributions their research has made (and could potentially make) to mathematics teaching practice at the primary school level, as well as provide insights around how the community believes research should be disseminated to, and created/ consumed by, school-based teachers and leaders.

Related to this latter point, one notable finding was that approximately 90% of respondents thought that it was important or very important that primary school teachers and leaders engage directly with research through undertaking their own action research projects in their schools and/ or through being collaborators on university-based academic research projects. By contrast, only around half of respondents thought that it was important or very important that these school-based professionals engage directly with research through other means, such as attending research conferences or reading research journals. Together these results imply that the MERGA community believes that teachers should strive to be active participants in the research process, rather than merely passive consumers of research findings. Moreover, whereas approximately 90% of respondents thought that it was important or very important that teachers and leaders engaged indirectly with research through reading practitioner journals (e.g., *Australian Primary Mathematics Classroom*) and/ or attending practitioner conferences where academics are sharing research findings, indirect engagement with research through books that synthesised research (59%) or following social media accounts of prominent academics (39%) were both less likely to be viewed as important. This implies that the MERGA community may be inclined to value 'gatekeepers' (e.g., journal editors, mathematics associations responsible for organising and coordinating conferences) when it came to considering how teachers accessed research indirectly.

The intention of presenting preliminary findings arising from this study as a short communication at the current MERGA conference is to provoke critical discussion and reflection, as well as to seek the community's input into how this data might be most meaningfully disseminated within the practitioner and researcher communities.

(2024). In J. Višňovská, E. Ross, & S. Getenet (Eds.), *Surfing the waves of mathematics education. Proceedings of the 46th annual conference of the Mathematics Education Research Group of Australasia* (pp. 592). Gold Coast: MERGA.