

‘Success’ as Mathematics Education Researchers: A Community Conversation

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Mathematics education researchers occupy a range of roles across research, teacher education, policy engagement, and partnerships with schools, which must shift and change as all things in education do (e.g. Geijsel et al., 2010; Schoenfeld, 2000). These roles involve differing expectations for influence, beliefs and standpoints, professional recognition, and contributions to the mathematics education community (e.g. Vanderlinde & Van Braak, 2010). Furthermore, despite a shared commitment to improving educational experiences, a persistent research-practice gap remains, particularly within mathematics education (Goos, 2014), including perceptions that research and classroom practice operate within different priorities and systems (e.g. Cai et al., 2018). At the same time, increasing pressures to quantify and measure academic productivity can shape how research contributions are defined and valued (e.g. Ball, 2003). Within these varying roles and narratives, however, what constitutes ‘*success*’ for mathematics education researchers remains largely implicit or presumed rather than explicitly examined.

This round table invites MERGA community members to collectively reflect on how mathematics education researchers conceptualise ‘*success*’ in their work. Participants will engage in reflective, structured small-group discussions about what ‘*success*’ as mathematics education researchers may look like, sound like, and feel like. Extending upon the foundations of a study examining how teachers conceptualise and determine *success* within mathematics classrooms, this session seeks to understand another dimension of *success* as researchers across career stages, professional contexts, and countries share and compare perspectives. With participant consent, activity artefacts and discussion recordings may be collected during the session, with the intention of collating and sharing insights with the MERGA community at a future conference.

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