Emerging Dimensions in Early Childhood Mathematics Education Research: Perspectives from the 15th International Congress on Mathematical Education (ICME-15)

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We provide an overview of the research contributions to the *15th International Congress on Mathematical Education (ICME-15), Topic Study Group (TSG) 3.1: Mathematics Education at Early Childhood and Primary Level.* The forthcoming monograph, *Emerging Research Dimensions of Early Mathematics Education,* draws together the main themes and provides collaborative perspectives with over 90 authors (Mulligan et al., in press). This overview highlights some shifts in research priorities and emphases over the past decade, particularly from ICME-13 and ICME-14 (Björklund et al., 2020; Elia et al., 2023; van den Heuvel-Panhuizen, 2021).

The contributions represent a diverse range of cultural contexts drawn from 20 countries, comprising 35 papers and six posters. There were a large number of studies on early conceptual structures, patterning, and spatial and statistical reasoning, engagement in learning, and new technologies. Related themes focused on learning trajectories (Clements et al., 2023) and early childhood professionals' practice.

References

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